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ABSTRACT

This handbook is intended to help Missouri school districts develop and implement quality family and consumer sciences programs that will prepare students of all ages to be critical, ethical thinkers and successful family, career, and community leaders. The handbook begins with a bibliography listing 27 resources. The following are among the topics discussed in the guide's five sections: (1) critical thinking in program design and implementation; (2) program design (program definition, scope, sequence, and objectives); (3) program development (developing local programs, quality indicators); (4) program implementation (integrating standards into the curriculum, crosswalk and alignment, instructional delivery methods, assessment methods, criteria for evaluating assessments); (5) program evaluation and improvement; and (6) model assessments. Appended are the following: diagram of higher-order thinking skills based on Bloom's taxonomy; strategy list detailing 35 dimensions of critical thought; process skills scoring guides; Missouri Show Me Standards; description of the main

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areas of the All Aspects of Industry program; list of the Secretary's Commission on Achieving Necessary Skills competencies; list of Missouri Core Employment Skills; list of competencies included in Ohio's Work and Family Life Competency Analysis Profile; national standards for family and consumer sciences education; and guide for submitting applications for expanding/developing new vocational education programs. (MN)

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Implementation Handbook for Family and Consumer Sciences

Including Scope & Sequence, Program Evaluation, and Critical Thinking Process

Second Edition

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Family and Consumer Sciences Education National Vision and Mission Statements

Vision Statement:

To empower individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.

Mission Statement:

To prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- strengthening the well-being of individuals and families across the life span;
- becoming responsible citizens and leaders of family, community, and work settings;
- promoting optimal nutrition and wellness across the life span;
- managing resources to meet the material needs of individuals and families;
- balancing personal, home, family, and work lives;
- using critical and creative thinking skills to address problems in diverse family, community, and work environments;
- functioning as providers and consumers of goods and services;
- appreciating human worth and accepting responsibility for one's actions and success in family and work life; and
- successful life management, employment, and career development.

Created and Adopted by Family and Consumer Sciences Education Division of the Association for Career and Technical Education, 1994. Adopted by the Missouri Educators of Family and Consumer Sciences, 1994.

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In addition, Dr. Cheryl Mimbs, family and consumer sciences teacher educator at Southwest Missouri State University, provided technical assistance and reviewed the content of this handbook. Dr. Mimbs is a strong advocate for critical thinking curriculum.

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Extensive guidance and support was provided by the Family and Consumer Sciences staff with the Missouri Department of Elementary and Secondary Education:

Cynthia K. Arendt, Ph.D., Director
Christine Hollingsworth, Supervisor and State FCCLA Advisor
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Preface

The primary focus of Family and Consumer Sciences is preparing students for adult roles and family responsibilities. Successful families do not just happen; they require a sustained effort. Preparaing individuals for the work of the family is basic and necessary for building strong families and a productive work force. This document was created for the purpose of assisting administrators and teachers in developing and implementing quality Family and Consumer Sciences Education programs which will prepare individuals for family life, work life, and the interrelationship of work and family.

In the 1960s, the scope of the program was expanded to include preparing individuals for occupations in career clusters related to family and consumer sciences content. Family and Consumer Sciences programs contribute significantly to the preparation of workers in nearly one-third of the occupations which are expected to experience the largest growth in Missouri. Today, students in Missouri's Family and Consumer Sciences programs can prepare for virtually hundreds of current and emerging careers in fields such as, dietetics, interior design, hospitality, fashion, food service, education, consumer services, and family and children services.

During the last part of the 20th century, a dramatic change took place within the discipline. While the goal of the program has always been about improving the quality of individual and family life, the emphasis was changing from the technical aspects of running a home to embrace the communicative aspects of nurturing the family unit and the individuals within that unit. Instead of focusing on teaching students the "correct way" to perform household tasks, the program focus is on the relationship between thought and action in addressing recurring or perennial problems of families. Society depends on families to nurture, socialize, and support their individuals in becoming contributing citizens and productive workers. More than ever, employers need skilled employees who also effectively manage their personal and family lives. This is the work of the family.

In 1993, 100 members of the profession met in Scottsdale, Arizona to discuss future directions. Outcomes from this Scottsdale Conference included a conceptual framework for defining the profession and providing direction for curriculum development. Based on this framework came the adoption of a new vision and mission statement in 1994 by the Family and Consumer Sciences Division of the Association of Career and Technical Education. That same year, the name of the profession was changed from Home Economics to Family and Consumer Sciences. Programs assisting students to focus on the effects of work on the family and the effects of family on careers continue to increase in importance as students try to make the connection between their education and their careers. Assisting individuals to understand the role of balancing work and family remains unique to the discipline.

One of the intents of this guide is to help districts establish quality Family and Consumer

Sciences programs that will guide students in learning how to solve the practical problems of the family using a critical science perspective. As the curriculum and instruction move beyond the traditional technical "how to" approach to advance one that is student directed and process oriented, students learn that the process of studying questions and finding answers is as important as the answers. The process skills needed for critical thinking are a part of every new curriculum guide developed by the Family and Consumer Sciences Section, Department of Elementary and Secondary Education. These process skills are closely aligned with the four goals of the Show-Me Standards. By developing curriculum and instructional strategies "using the critical science perspective, family and consumer sciences are aligned with other subject matter areas such as integrated language arts and social studies—which also embrace a process-oriented curriculum. " (Redick, S. in *Family and Consumer Sciences: A chapter of the Curriculum Handbook,* p.2 Association for Supervision and Curriculum Development, Alexandria, VA, and 1998.)

We hope this guide will serve as the framework and handbook for assisting districts in their goal of providing quality programs that will prepare students of all ages to be critical and ethical thinkers and successful family, career and community leaders. The quality of the program will be measured by the improved quality of life for Missouri's citizens.

Cynthia K. Arendt, Ph.D.

Director, Family and Consumer Science

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Introduction

It has been more than 20 years since Marjorie Brown published *A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriculum Content.* Her research and writings with coauthor, Beatrice Paolucci, challenged the relevance of the content of home economics curriculum to modern times. Brown described the discipline as a critical/practical science.

Brown (1978) advocated moving away from the traditional technical approach that taught students expert ways to perform household tasks to a critical science approach based on helping students learn to think, to reason, to take action and to reflect on outcomes. Brown and Paloucci (1979) identified systems of family action as inherent components of the mission of the profession.

Following Brown's challenge to change, the name of the profession was changed from Home Economics to Family and Consumer Sciences. The focus was on defining the discipline and its relationship to today's needs. Brown described family and consumer sciences as a problem oriented field drawing on a knowledge base concerned with practical problems facing individuals and families every day. The knowledge base and essential skills of the discipline suggested by the American Association of Family and Consumer Sciences include:

√ Consumer and resource management
√ Housing and living environments
√ Individual, child, and family development
√ Nutrition and food
√ Textiles and clothing

The decade of the '90s featured changes in classroom teaching to reflect the evolving changes in philosophy. Curriculum development was based primarily on three models. Competency-based designs, concept-based designs, and process-based designs were used as foundations. Local curriculum designers and state curriculum planners adapted and revised these models to meet individual needs. State performance standards and national content standards for minimum levels of competence were developed to guide curriculum development and provide accountability for student learning.

In 1996, Missouri family and consumer sciences educators began exploring a curriculum model used by Ohio. As a result, professional development focusing on using critical thinking and process skills has been offered, curriculum guides have been developed, and new approaches fostering student learning have been encouraged. The result of these efforts in Missouri is a curriculum format that emphasizes critical thinking skills, standards-based competencies, and process skills.

This *Implementation Handbook* contains information about designing an approved family and consumer sciences program; developing instruction and assessments that support critical thinking; implementing this program; and evaluating the program to determine strategies for improvement.

Critical Thinking in Program Design and Implementation

Numerous studies throughout the '80s concluded that most students lacked higher order thinking skills, and four years of college had little affect on improving these skills. Delisle (1997) interprets these findings as clear indication that while students are taught the facts or basics, they are unable to broaden their thinking to understand and apply their knowledge. They may know some facts, but they don't know how to relate to the bigger picture of a job, or to transfer information from the classroom to the workplace.

The mission for Family and Consumer Sciences Education states that educators prepare individuals for work and family life. Work and family responsibilities are complex and dynamic. In order for individuals to be prepared for work and family life in today's society, they will need a variety of skills for managing resources, communicating with others, solving practical problems, and taking on various leadership roles.

In the early 1900s, society shifted from an economy which relied on an agricultural base to one with an industrial base. Now the economy is changing to an information and service base. It is vital that students are taught how to obtain credible information; the characteristics of credible information, and the purpose for seeking information to ensure up-to-date facts and alternatives. Success in today's society requires:

- the ability to find and use information which is constantly changing;
- flexibility in adapting to change;
- willingness to work in team settings; and
- understanding and accepting cultural diversity.

These social issues have many direct implications for families including:

- individuals will hold a number of jobs;
- social arrangements are more fluid — people move from place to place and families are defined by various relationships;
- individuals will face new issues related to technology and innovation; and
- social equity and interdependence with other countries will continue to increase.

To adequately prepare students for multiple life roles, family and consumer sciences education programs must address critical thinking skills in the overall program philosophy, goals and objectives, not only in the curriculum.

Teaching Critical Thinking

Directed instruction for learning the processes involved in thinking is required for a student to reach the higher order levels of thinking such as analysis and evaluation. Just as a person will likely learn to walk if left alone, a person is likely to learn to think without assistance. However, to complete a marathon, most individuals must train and work up to the demands of this type of performance. This concept also applies to the skill of becoming a better problem solver. Students enrolled in family and consumer sciences courses that incorporate the process skills learn how to apply critical thinking skills to solve perennial and daily practical problems.

With no formal training or instruction, a person can be a sibling, a child, a friend, a parent, or a spouse. However, to become a participating person in a nurturing relationship requires knowledge and skill of respectful communication, responsibility, conflict resolution, socialization, values, and other issues. Students need instruction to understand the work of the family and build skills in using various strategies to solve practical, everyday problems. Successful relationships aren't based on luck; they're based on understanding, effort, and commitment.

Thinking is a behavior that can be learned, modified, and measured. Higher order thinking skills can, and should, be taught and evaluated in the classroom. It is not enough to embed thinking skills in a lesson or activity. Students may demonstrate the skills without understanding why to use them, or how to repeat them in similar situations. Higher order thinking skills must be included in learning objectives, classroom instruction and assessments to be effective. Higher order thinking skills require students to analyze, compare, evaluate, critique, paraphrase, judge, interpret, predict, etc. Appendix A is an illustration based on Bloom's *Taxonomy of Educational Objectives* that describes some higher order thinking skills and projects or activities that challenge students to demonstrate mastery of these skills.

Some well-known researchers who also believed thinking *must* be taught include:

- Lev Vygotsky who described the Zone of Proximal Development (also known as windows of opportunity);
- Jean Piaget's work states that human beings actively construct meaning (two people in the same situation may perceive opposite meanings such as one person perceiving a situation to be threatening while another person perceives challenge); and
- John Dewey emphasized the difference between the process and the product of thinking. (the thinking and the thought). Thinking is the act a student performs to obtain a product or thought.

Using Standards-Based Competencies

Another component of the curriculum addresses the need for educators and administrators to be accountable for student learning. Accountability issues may be addressed by using state and national performance standards as benchmarks. These include the National Standards for Family and Consumer Sciences Education, All Aspects of the Industry, and the Secretary's Commission on Achieving Necessary Skills (SCANS). These standards are provided in the Appendix.

The Missouri Show-Me Standards were published in 1996 to define what students should know and be able to do by the time they graduate. There are 40 knowledge standards divided among six academic disciplines, and 33 performance standards organized into four goals. These goals address the students' ability to manage information, communicate effectively, solve problems, and act as responsible members of society. The four goals can also be described as process skills. There is a process that leads to effective communication, for example. Students can apply effective communications to any content.

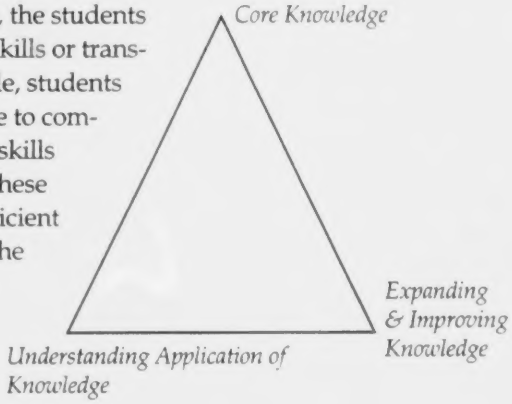
Section 4 of this *Implementation Handbook* contains course competencies aligned to state and national standards. These should be used as a starting point for developing local programs; however, each competency list will need to be tailored to meet the specific instructional goals and objectives of the district.

Using Process Skills in the Curriculum

A great deal of research exists today in cognitive psychology to support combining process skills with content knowledge to help students relate facts to their world. This is a guiding principle of constructivism.

The Show-Me Goals define four processes that are easily and appropriately related to family and consumer sciences content areas. The four processes are management, effective communication, problem solving, and leadership. These four processes are included in the Family and Consumer Sciences curriculum resource guides developed by the Department of Elementary and Secondary Education since 1997. Competencies were identified that define each process skill. Scoring guides for evaluating these processes are included as Appendix C.

Each process skill should be taught and assessed specifically rather than imbedded in the content. The scoring guides and competencies help students understand and improve these skills. Once the skills are understood they can be integrated into learning activities and assessed along with the content. Research done in Ohio suggests that when instructors merely imbedded the process skills in the content without teaching students what the skills were, the students were unable to recognize the process skills or transfer the skills to other areas. For example, students who were good at managing their time to complete a project did not recognize what skills were involved in time management. These same students were not necessarily efficient with their uses of time at work. Once the skills for time management were disclosed and assessed, students recognized how to transfer those skills to other aspects of their lives.


Core Knowledge
Expanding & Improving Knowledge
Understanding Application of Knowledge

Sometimes teachers are so concerned with "covering the content," that they can lose sight of the process of learning. Imagine the three points of a triangle representing learning. At one point is the core knowledge or essential content of the course. Another point represents understanding such as knowing how and when to use the core knowledge (being able to apply the knowledge or demonstrate a skill). The third point of the triangle represents exploring new ways to improve or expand the core knowledge and its application. This point might include using existing knowledge in a new way, or making existing knowledge better. This is the basis of invention, adaptation and growth.

Linking Assessment and Instruction

National statistics estimate that less than 10% of teacher-made classroom tests measure student performance above the level of simple recall. This is the lowest level of memorization; these tests do not assess or measure higher order thinking. Therefore, more than 90% of what teachers are testing students on is what the students read, remember, and recite.

The *Taxonomy of the Cognitive Domain* presented by Bloom and his colleagues more than 40 years ago separated thinking into six levels of complexity.

They are (in order from least complex to most complex): Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Higher order thinking skills tend to fall in the levels of Analysis, Synthesis, and Evaluation. Therefore, in order to "get inside the student's head" to measure thinking, we must look at the appropriate behaviors, we must establish task analyses, we need to define intermediate goals, and seek the "best practices" proven to exercise (train or condition) thinking. Critical thinking focuses on the higher order thinking skills needed to *think, reason, take action,* and *reflect*. These mental actions are more complex than memorization, recall, or even the application of information to a situation.

Critical thinking skills are one piece of the curriculum. These skills are part of a philosophy that prepares students to become lifelong learners. These skills must be specifically taught, assessed, and combined with appropriate content to be most effective. More information about how to write your own critical thinking assessments is included in *Section 4 - Program Implementation.*

Missouri Family and Consumer Sciences Approved Program Requirements

Approved Family and Consumer Sciences Education Programs

Requirements for program approval represent minimum standards. Program offerings may, and should, exceed the minimal requirements based upon size of school, allocation of instructional time, resources and student objectives. Districts wishing to be considered for an approved program must submit an application following the *Guide for Submitting Application for Expanding/New Regular Vocational Education Programs* (FV-3) to the Assistant Commissioner of the Division of Vocational and Adult Education on or before May 1. Refer to Appendix J for a copy of form FV-3.

An approved Family and Consumer Sciences Education program must:

- Reflect the philosophy of the Missouri Vision and Mission Statements.
- Provide a program of instruction which includes the identified Missouri competencies and National Family and Consumer Sciences Content Standards.
- Provide a curriculum plan that supports and documents course requirements and reflects career pathway opportunities for students.
- Operate in accordance with state initiatives, including the Missouri School Improvement Plan. (See detailed information for MSIP at <www.dese.mo.us/divschsvc/msip)>
- Have an active advisory committee composed of representatives from business, special populations, parents, and students.
- Have an affiliated FCCLA chapter, which is an integral part of the curriculum, promoting leadership development and a responsible attitude toward family and community involvement.
- Have policies and procedures in place that assure equal access to programs, services and activities for individuals regardless of their sex, age, race, color, national origin, or disabling condition.
- Conduct an annual evaluation of the program including documentation for procedures, results, and program improvement efforts.
- Have an instructor certified in Vocational Family and Consumer Sciences Education responsible for the program.

Local Education Agencies (LEAs) wishing to offer an alternative program that does not meet the approved program criteria may submit a proposal identifying plans to meet unique needs of the local community.

Program Definition and Scope & Sequence

Traditionally, the model for Family and Consumer Sciences programs in Missouri has supported two types of programs. The primary emphasis of the program at the secondary level has been individual development, community and home interaction, and vocations related to improving the home. Wage-earning or professional preparation programs were offered at the postsecondary level. With the passage of the 1963 vocational legislation, providing additional funds and program flexibility, wage-earning programs were expanded to the secondary level. Programs were designed as consumer homemaking or non-wage earning/family oriented programs; and occupational or wage earning /career-oriented programs.

The program model outlined in this guide is one in which the curriculum strongly supports and complements the family in the development of all students not only as successful family members, but also productive workers. The essential elements of Family and Consumer Sciences Education should be viewed as foundational knowledge for all students. Areas such as building on family strengths, providing nutritional meals, parenting, and managing resources including time, energy and money are essential for all students.

The program design is composed of a coherent sequence of courses. The curricular path begins with an early awareness at the grade school level continuing with specialized courses at the upper grade levels and postsecondary institutions. The specialized courses include all aspects of the industry and prepare students for entry level employment and/or advanced education. Each course builds on knowledge and skills developed in one or more of the content areas, and allows students to continue in a career if they desire. The curriculum includes four process skills, which are incorporated into each of the content areas. These process skills align with the four goals from the Missouri Show-Me Standards.

Districts are encouraged to develop programs based around career clusters. This will assist students in planning and making direct connections between their education and career. The program integrates academic concepts and content and career skills and principles into the context of work, family, and personal responsibilities. It provides a solid foundation and continuum for students who wish to advance their training and education by preparing them to transition directly to the community college or four-year college/ university. Missouri Family and Consumer Sciences programs should prepare individuals to understand and manage the interrelationships of multiple life roles and responsibilities in family, career, and community settings.

Program Objectives

Family and Consumer Sciences Education Programs prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- strengthening the well-being of individuals and families across the life span;
- becoming responsible citizens and leaders of family, community, and work settings;
- promoting optimal nutrition and wellness across the life span;
- managing resources to meet the material needs of individuals and families;
- balancing personal, home, family, and work lives;
- using critical and creative thinking skills to address problems in diverse family, community, and work environments;
- functioning as providers and consumers of goods and services;
- appreciating human worth and accepting responsibility for one's actions and success in family and work life; and
- successful life management, employment, and career development.

Family Focused Education

Family focused education is the first level in the sequence of courses to prepare students to balance their family and work roles. The foundation courses are the Middle/Junior High School Exploratory course and the Career and Family Leadership course. These courses focus on integrating the concepts of work and of family. Concepts which include, but are not limited to, balancing family and work responsibilities, solving individual and family problems, relating to others in positive and caring ways, caring for self and others, managing resources, exploring careers, and assuming leadership roles as a family member and responsible community member. The Middle/Junior High Exploratory course places special emphasis on preparing students to competently handle the practical problems of early adolescence and to develop personal responsibility. The Career and Family Leadership course offered at the ninth grade and above includes a career component that will provide students an opportunity to make an informed career path choice.

Specialized Semester Courses (Grades 9-12) The program should include broad-based career cluster foundation courses including being a full-time home manager. These are offered at the 9th and 10th grade levels with more specialized or advanced courses offered at the 11th and 12th grade level. The specialized classes usually represent 60 to 90 hours of instruction.

For an approved program, a minimum of one semester course from each of the identified core areas must be taught annually. These core areas are: Comprehensive Family and Consumer Sciences; Family and Human Development; Nutrition and Wellness and Family; and Consumer Resources Management. The four core areas embody the nine concepts in the Family and Consumer Sciences mission statement, and reflect the following family-oriented areas in the National Standards for Family and Consumer Sciences: career, community, and family connections; consumer and family resources; family, human development; interpersonal relationships; nutrition and wellness; and parenting. These content areas are also aligned with the areas of study in the new Vocational Family and Consumer Sciences/ Family Resource Educator: Birth through 12th Grade Teacher Certification Requirements (implementation date 2004).

Course options within these four core areas include Family Living and Parenthood; Child Development; Nutrition and Wellness; Food Science; Family and Individual Health; Family/Consumer Resource Management; and Housing, Home Furnishings and Equipment. Other courses may be developed as needed.

Approved Program Course Requirements

For a vocational program, a minimum of one semester course from each of the following core areas must be taught in the program annually:

Comprehensive Family and Consumer Sciences

Semester Courses:

Exploratory Family and Consumer Sciences (below the ninth grade)

Career and Family Leadership (ninth grade and above)

Family and Human Development

Semester Courses:

Family Living and Parenthood

Child Development, Care and Guidance

Child Development, Care and Guidance (Advanced)

Nutrition and Wellness

Semester Courses:

Nutrition and Wellness

Food Science

Family/Individual Health

Family and Consumer Resource Management

Semester Courses:

Family/Consumer Resource Management

Housing, Home Furnishings and Equipment

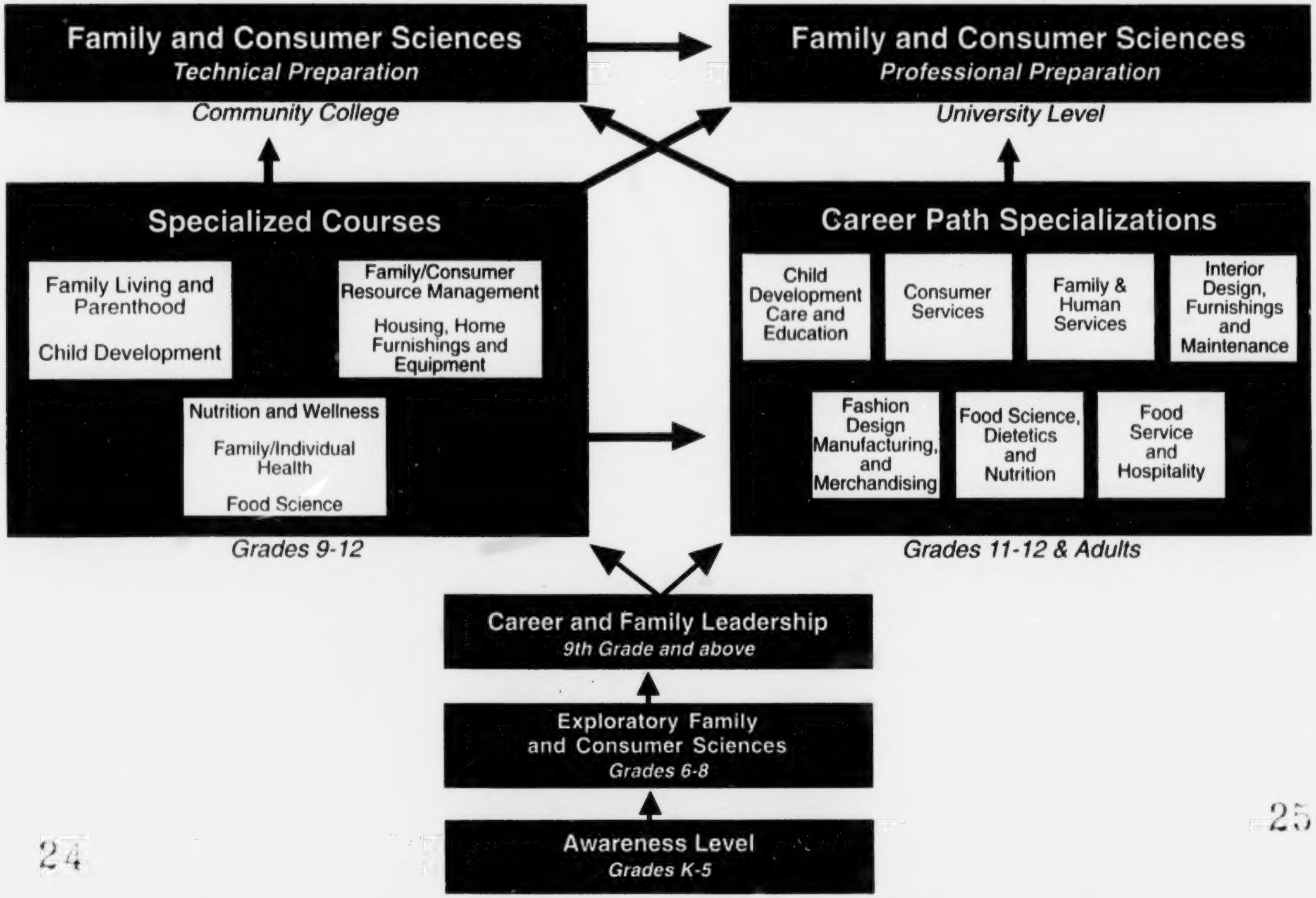
Additional courses may be developed and implemented to meet local needs.

Career Preparation Education

Family and Consumer Sciences programs contribute significantly to the preparation of workers in nearly one-third of the occupations which are expected to experience the largest growth in Missouri during the first part of this century. Today, students in Missouri's Family and Consumer Sciences programs can prepare for virtually hundreds of current and emerging careers in fields such as human services, dietetics, interior design, hospitality, fashion, food service, education, consumer economics, and family and children's services. These career programs are built on the discipline's content knowledge base applied in different contexts, with different resources at varying degrees or levels.

Career paths defined by National Standards for Family and Consumer Sciences include Consumer Services; Early Childhood, Education and Services; Facilities Management and Maintenance; Family and Community Services; Food Production and Services; Hospitality, Tourism, and Recreation; Housing, Interiors, and Furnishings; and Textiles.

Family and Consumer Sciences Curricular Path


Family and Consumer Sciences
Technical Preparation
Community College
Family and Consumer Sciences
Professional Preparation
University Level
Specialized Courses
Family Living and Parenthood
Child Development
Family/Consumer Resource Management
Housing, Home Furnishings and Equipment
Nutrition and Wellness
Family/Individual Health
Food Science
Grades 9-12
Career Path Specializations
Child Development Care and Education
Consumer Services
Family & Human Services
Interior Design, Furnishings and Maintenance
Fashion Design Manufacturing, and Merchandising
Food Science, Dietetics and Nutrition
Food Service and Hospitality
Grades 11-12 & Adults
Career and Family Leadership
9th Grade and above
Exploratory Family and Consumer Sciences
Grades 6-8
Awareness Level
Grades K-5

Taxonomy of Approvable Courses and Classification of Instructional Programs (CIP)

Program Description for Family and Consumer Sciences Education

Comprehensive Family and Consumer Sciences

19.0101a Exploratory Family and Consumer Sciences. (Below 9th Grade) A comprehensive instructional program designed to help prepare students for multiple roles as individuals and family members. Emphasis is placed upon values clarification, decision-making, consumer skills, personal and family relationships, parenting, nutrition, and health. Career exploration and its impact on families is a key component.

19.0101b Career and Family Leadership. (Grades 9-12) A comprehensive instructional program that describes the general study of family and consumer sciences, including how individuals develop and function in family, work, and community settings and how they relate to their physical, social, emotional, and intellectual environments. Career exploration and its impact on families is a key component.

Specialized Semester Courses (Grades 9-12)

The following courses are identified with family and consumer sciences subject matter program areas. Students can make choices according to their personal, family, or career goals.

Family and Human Development

19.0701 Family Living and Parenthood. An instructional program that prepares individuals to understand the nature, function and significance of human relationships within the family/individual units. Includes instruction in the concepts and principles related to various family living conditions, including abuse prevention; the establishment and maintenance of relationships; the preparation for marriage, parenthood and family life; and the socialization and developmental needs of individuals.

19.0702 Adult Development and Aging. An instructional program that describes the study of the characteristics of aging populations and the needs of older individuals in family and institutional settings. Includes provision of dependent care; serving the social, economic, and psychological needs of aging adults, related public policy issues, and adult community resources.

19.0706a Child Development, Care and Guidance. An instructional program that describes the study of the intellectual, social, emotional, and biological development of children and the planning and design of related human services. Includes instruction in parent-child relations; parenting practices; special needs of children; parental and environmental influences on child development; external support services; and related public policy issues.

19.0706b Child Development, Care and Guidance (Advanced). An instructional program that provides advanced study in child development and guidance, including the physical, social, and intellectual development of children. Actual experience in supervising children provides the opportunity to improve parenting skills, explore careers related to child development and general employment skills. (Prerequisite–Child Development, Care, and Guidance)

19.0708 Child Care and Support Services Management. An instructional program that describes the provision and management of child care services and that prepares individuals to plan, design, and manage child care facilities and programs that meet children's developmental needs and interests and that provide safe and healthy environments. Includes instruction in child development and psychology; home- and institution-based child care; identification of diseases, injuries, and psychological trauma and applicable referrals; parent relations; personnel and business management principles; and related laws and policies.

Nutrition and Wellness

19.0503 Family/Individual Health. An instructional program that prepares individuals to understand the related aspects of health and wellness with special emphasis on nutrition, emotional health and physical health; the relationship of the health of an individual to the wellness of the family; the prevention of illness; and the basic care of the ill, including the elderly, the young child and individuals with disabilities.

The Family/Individual Health high school semester course will meet the one-half unit health requirement in the high school curriculum classification standard.

19.0501a Nutrition and Wellness. An instructional program that prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation and care of food; meal management to meet individual and family food needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge; and application of related math and science skills.

19.0501b Food Science. An instructional program that prepares students to use the scientific method to study the biological and chemical basis for food fermentation, preservation, processing and preparation. Students develop laboratory, writing and reasoning skills through measuring, recording and graphing data; writing laboratory and short research projects; and predicting and evaluating laboratory results.

19.0505a Food Service Administration/Management. An instructional program that describes the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. Includes instruction in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.

19.0505b Food Catering. An instructional program that prepares individuals to book, plan and manage the preparation of food and services for special occasions. Includes instruction in arranging for equipment, decorations, entertainment, and transportation of food and equipment to the site of the event.

19.0599 Dietician Assistant. An instructional program that prepares individuals to assist registered dieticians in planning, preparing and serving meals to individuals with specific dietary needs. Includes instruction in equipment use, food preparation, diet regulations, food handling, safety and sanitary standards and administrative techniques and procedures.

Family and Consumer Resource Management

19.0401 Family Resource Management Studies, General. An instructional program that describes the design and implementation of policies and processes contributing to successful individual and family resource management. Includes instruction in financial goal-setting and strategies; household income, assets, and debt management; preventing and resolving financial difficulties; and the use of relevant public resources.

19.0601 Housing and Human Environments. An instructional program that describes the study of the behavioral, social, economic, functional, and aesthetic aspects of housing, interiors, and other built environments. Includes instruction in analyzing, planning, designing, furnishing, and equipping residential, work, and leisure spaces to meet user needs and the study of related public policies.

19.0603 Facilities Planning and Management. An instructional program that describes the study of strategic workplace and facility planning and that prepares individuals to function as managers and workplace consultants. Includes instruction in the principles of aesthetic and functional design; environmental psychology and organizational behavior; real estate planning; principles of occupational health and safety; event planning and management; operations management; and applicable regulatory and policy issues.

19.0699 Custodial, Housekeeping, and Home Services Workers and Managers, General. An instructional program that generally prepares individuals for occupations relating to commercial housekeeping and cleaning operations; also, for providing housekeeping services to paying clients and to homebound individuals.

19.0901 Apparel and Textiles, General. Instructional programs that prepare individuals to understand the social, psychological and physiological aspects of clothing and textiles; the nature, acquisition and use of clothing and textile products; the selection, construction, maintenance and alteration of clothing and textile products; and the effect of consumer choices on the individual and family, as well as the clothing and textile industry.

19.0902 Apparel and Textile Manufacture. An instructional program that describes the design, development, and production of textile products and related processes and systems. Includes instruction in functional and aesthetic design, human factors research, production planning, manufacturing processes, quality assessment, and distribution systems.

19.0905 Apparel and Textile Marketing Management. An instructional program that describes the study of marketing research and management as applied to the products and services of the apparel and textile industries. Includes instruction in applicable principles of textile and apparel design and manufacturing, sales and distribution systems, domestic and international market research, profitability, consumer research, and the design and implementation of marketing campaigns.

Family and Consumer Sciences, Other

19.9999a Career Development in Family and Consumer Sciences. An instructional program that generally introduces individuals to career opportunities and/or pathways in family and consumer sciences-related occupations/careers. Instruction emphasizes career development and career preparation components to include interviewing skills, resume writing, and portfolio preparation. The use of technology is a major emphasis of the program curriculum.

19.9999b Entrepreneurship in Family and Consumer Sciences. An instructional program that generally prepares individuals to perform development, marketing, and management functions associated with owning and operating a family and consumer sciences related business. Family and consumer sciences-related content supports instruction in the program and hands-on activities are included to provide real-life experiences. Balancing family life and entrepreneurial ventures is a major emphasis of the program curriculum.

19.9999c Family and Consumer Sciences Education, Other. Any instructional program in family and consumer sciences education not previously described.

Family and Consumer Sciences Education Program Development

The underlying purpose of Family and Consumer Sciences is to improve the quality of home and family life for individuals. The well-being of every community, and the nation, is influenced by the social and economic well-being of families. Family and Consumer Sciences prepares youth and adults for the work of the family, as well as for careers in related content fields. Family and Consumer Sciences Education describes an educational program that assists individuals and families in obtaining knowledge and skills required to meet the challenges of everyday life.

The family provides physical, social, emotional, and aesthetic conditions of the home as it nurtures the development of each family member. Family and Consumer Sciences Education prepares students to be critically reflective of social influences regarding families. Students are prepared to become proactive community leaders in economic, social, political and technological decision making. Family and consumer sciences programs are family focused and provide workplace preparation.

Developing a Local Program

The development of a local curriculum is a critical step in program development. The curriculum serves as the basis for all program activities and operations.

Implementing a Program Curriculum Based on a Vocational Instructional Management System (VIMS)

The Vocational Instructional Management System (VIMS) is Missouri's framework for competency-based instruction. It provides administrators, instructors and students with a management framework for effective teaching and learning in classrooms and work settings. The VIMS operates with clearly defined program goals, competencies, performance objectives and evaluation criteria, which will guide students in mastering the essential competencies.

Developing and implementing a curriculum based on a Vocational Instructional Management System:

1. Prepare the Program Rationale and Philosophy
2. Identify Program Goals /Objectives
3. Determine the Scope and Sequence of courses in the program
4. Identify Relevant State and National Standards
5. Prepare a Competency List
6. Develop Performance Objectives (Knowledge, Skills and Attitudes)
7. Select Instructional Delivery Methods
8. Develop Competency Measures (Written or Performance)
9. Implement a Record-Keeping System

Prepare the Program Rationale and Philosophy

What is unique about Family and Consumer Sciences that earns it a place in an already crowded school curriculum schedule? Administrators and teachers must be able to respond to this question. Justifying the use of student time is an important task and requires being able to explain or defend the reasons for the choice in curriculum. It requires a rationale and a philosophy for developing the program, and selecting the content to be included.

The rationale should be based on the vision and mission statements of the profession and reflect what Kister (1999) states are the guiding principles for family and consumer sciences curriculum. Developing a rationale is the first step in building a strong program. It is the foundation. A rationale makes explicit the philosophy and beliefs upon which the curriculum is based. A rationale is essential to the process of deciding what content and learning experiences will be a part of the program and which experiences and content will not. The rationale provides the basis for curriculum planners to think about, dialogue about and defend value positions.

The rationale for a family and consumer sciences program in a district must be developed in the context of other competing demands, such as academics and sports, on the already limited school day. A key to articulating what the program is about and why it should be a part of the school curriculum is to involve students, parents, administrators, policy makers, and any other stakeholders in the development of the rationale. It is an ongoing role for the teacher to help others recognize that Family and Consumer Sciences content is basic and necessary for building strong families and a productive work force.

Dr. Joanne Kister, State Director of Vocational and Adult Education of the Ohio Department of Education, suggested the following statements be used as a foundation for a rationale for a family and consumer sciences program. Family and consumer sciences education prepares students for competence in the important, challenging, and ever-changing work of the family. Students shape their future work and family life through choices they make. Family and consumer sciences education should help students develop core skills in problem solving, interpersonal relationships, managing work and family, citizenship and leadership in the everyday problems posed in each course.

- The family is an enduring institution which serves as the primary source of fulfillment of basic human needs, love, security, and acceptance.

- The work of the family includes nurturing the growth and development of family members and managing resources to meet material needs including food, clothing, and housing.

- Parents are the first and primary teachers of children.

- Family stability and commitment are essential to the well being of individuals, families, the workforce and society.

- Society depends on two constants for its health and survival: work and family.

- Family and consumer sciences curriculum must support and complement the family in preparing youth for personal and family responsibilities.

The philosophy should be based on the Vision and Mission Statements for Family and Consumer Sciences. The philosophy should also reflect current economic and technological needs, provide for equity, and serve as a basis to improve, expand, and update the program.

Identify Program Goals/Objectives

Local program goals are statements about the direction of the program to go. The program goal statements are used later to evaluate the program's success in achieving its goals. Program goals are broad statements of intent. For example, "The goal of the family and consumer sciences program at My Town High School is to prepare students to be successful family members and contributing members of the community."

Examine the **Family and Consumer Sciences Program Requirements** (section 2) to direct the development and management of family and consumer sciences education programs and to help determine the program goals.

Program objectives, which are to be adapted for program development and implementation at the local level, are listed for family and consumer sciences programs in section 2.

Program objectives describe how the program goals will be achieved. Program objectives are not the same as instructional objectives. Program objectives address the overall program not specific lessons or content. For example, to achieve the program goal above for My Town High School, program objectives might include the following.

Students who complete courses in the family and consumer sciences program will be able to:

- describe the work of the family
- design a plan to balance work and family responsibilities
- communicate effectively with peers, family members, and/or coworkers
- solve practical problems of the family
- demonstrate leadership skills needed to participate as a responsible member of a family and community.

Once goals and objectives for the program have been developed, use the **Taxonomy of Approvable Courses and Classification of Instructional Programs** (section 2) to identify program codes, titles and descriptions of courses to be offered in the program. The Classification of Instructional Programs (CIP) is a taxonomy for instructional programs developed by the United States Department of Education's Center for Education Statistics. The Carl D. Perkins Vocational and Applied Technology Education Act of 1998 (P.L. 105-332) specifies the use of CIP in informational surveys in vocational education.

Determine the Scope and Sequence of Courses in the Program Including Course Rationales

Information is provided in *Section 2 – Program Design* of this handbook to help in defining the scope and sequence for courses in the program. Sample course rationales are included for each course with the competency list in *Section 4 – Program Implementation.*

Identify Relevant State and National Standards

State Family and Consumer Sciences course competencies and National Family and Consumer Sciences Standards should be consulted and used as the foundation for the program development process. The Appendix includes several knowledge and performance standards that are relevant. These include the individual course competencies and the Missouri

Show-Me Standards. Although, the state competencies have been cross-referenced with national standards, academic standards, the Missouri Show-Me Standards and SCANS, these should be verified at the local level.

These standards help establish what should be included in the curriculum as well as the level of performance expected. They are the basis for student assessment.

Prepare a Competency List

Minimum competencies for family and consumer sciences education programs are described in Section 2 of this handbook. Local advisory committee input should determine if additional competencies are needed for local programs.

The competency list is a part of the instructional design developed by Robert Mager(1975) known as Criterion Referenced Instruction. Principles of Criterion Referenced Instruction are based on instructional objectives that are drawn from the knowledge and skills required to successfully master a competency. Students are given opportunities to practice a skill and obtain feedback about their performance before mastery is assessed.

Develop Performance Objectives (Knowledge, Skills and Attitudes)

Performance objectives, sometimes called terminal objectives or enabling objectives for mastery, indicate exactly what the learner should be able to do after instruction, indicating an activity that can be observed and measured. Performance objectives have three parts: a condition statement, a task statement, and a criterion statement that indicates the required performance level(s).

Select Instructional Delivery Methods

Determine instructional techniques for planning classroom strategies and activities designed to guide students in achieving performance objectives. Identify resources, including curriculum guides, which will help students achieve performance objectives. Plan schedules and organizational structures to allow students the time to achieve performance objectives.

Develop Competency Measures (Written or Performance)

Identify and prepare a method of evaluation for each performance objective. Use a variety of evaluation strategies that assess student performance of knowledge, attitudes and skills (cognitive, affective and skill performance). Establish the level of performance consistent with identified state and national standards required for student mastery of each competency.

Implement a Record-Keeping System

Design a record-keeping system that reflects student progress in attainment of competencies for the course/program. Competency Profile Folders and Inserts for designated courses/programs are available from the Instructional Materials Laboratory, University of Missouri- Columbia.

One example for recording student progress is the Competency Profile Cards developed by the Instructional Materials Laboratory (IML) at the University of Missouri. Sample packets are available by contacting IML. The card that lists all four process skills is folded to resemble a file folder. This card can store individual course cards as students take additional courses in the family and consumer sciences program. Computer programs also are available to help vocational educators in comprehensive high schools implement a computer-based vocational instructional management system. These records can be provided to students upon completion of the course/program for inclusion in the portfolios, etc.

An excellent resource to assist with planning a program is the publication, *Family and Consumer Sciences: A Chapter of the Curriculum Handbook, Association for Supervision and Curriculum Development,* 1998, ISBN 0-87120-314-6.

Quality Indicators for Program Development and Evaluation

The program components described here have been selected as key components of a quality family and consumer sciences program. Additional components may be added locally. For each component, a description of quality indicators is provided as a guide. Again, these components can be tailored to local needs.

Each component is addressed again in *Section 5 – Program Evaluation* as part of a comprehensive program evaluation. These components should be described and included in the development phase, and examined in the evaluation phase to complete the cycle of program planning, program implementation, program evaluation, and program improvement.

Establishes an Advisory Committee

An advisory committee can provide a great deal of assistance in planning, implementing, and evaluating a program for improvement. The role of the advisory committee is purely advisory – not administrative or policy making. The committee's purpose is to advise and assist the program, not to direct it.

An advisory committee can provide eight basic functions. They include: 1) assisting in planning and analyzing a community needs assessments, 2) providing advice on course content, 3) helping with student placements by notifying the instructor of job openings, 4) expanding community public relations efforts by speaking at civic and service club meetings or establishing student awards programs, 5) making recommendations for equipment purchases or improvements in the facilities and assisting with grant development and implementation, 6) assisting with program staffing such as reviewing selection criteria or recommending educational requirements, 7) participating in program review activities such as evaluation of student performance on various projects or comparing program outcomes with program objectives, and 8) identifying community resources to support the program such as work experience opportunities or obtaining instructional materials.

State guidelines for career and technical education programs suggest advisory committee representatives include parents; business, industry, or labor leaders; males and females; students (FCCLA members or officers, etc.); special populations and ethnic groups representative of the community. The recommended size of the group is one large enough to represent the diversity of the community, yet small enough to function effectively.

The Instructional Materials Laboratory at the University of Missouri publishes a resource to assist with planning and organizing advisory committees. *Facilitator's Guide to Partnerships and Advisory Groups - item 30-5492-I* can be ordered by calling IML toll-free at 1-800-669-2465.

Develops Relationships with Business/Industry and the Community

Planning and promoting positive community relationships is vital to ensure relevant content, to connect with business and industry to build networks for workplace learning opportunities, and to showcase the program in the community.

Evidence to document and evaluate the quality of a strong relationship with business/industry and the community may include a roster of Advisory Committee Members and minutes from meetings; results of labor market survey data; community needs assessment reports; a written annual evaluation plan based on Advisory Committee input; documentation of articulation agreements for advanced education; newspaper articles related to the program or its students, and scripts or photos of presentations to civic groups. A sample worksheet to define the advisory committee plan of work and a sample advisory committee invitation letter are included at the end of this section.

Collaborates on Curriculum Development and Articulation

The Missouri School Improvement Program requires the local school board to review and adopt curriculum guides for each program/course and at all grade levels. The curriculum also must be aligned to reflect the Missouri Show-Me Standards. Additional curriculum requirements for each course include rationales for why certain content is taught or why particular methods of instruction are used, and course descriptions that define the content to be included in the course and sample instructional strategies and assessments. An instructional management system which includes a record keeping system for recording and reporting student mastery of course competencies also is required to provide program accountability.

Evidence to support and evaluate the curriculum development process may include a program philosophy and mission statement; written curriculum guides that define learning outcomes, performance standards, industry skill standards, and relevant content; samples or summaries of course evaluations; clear integration of academic skills with career and technical skills; competency lists validated by local advisory committee members; examples of efforts to correlate to the district's Comprehensive School Improvement Plan; affiliation documents and membership rosters for the career and technical student organization, FCCLA; a written plan or procedure for evaluating and revising curriculum on a regular basis.

Supports Student Organizations and Activities

Family, Career and Community Leaders of America, Inc. (FCCLA) is the national student organization that serves and supports family and consumer sciences education. FCCLA is an integral part of the program. FCCLA chapter projects and activities enhance the family and consumer sciences program of study. Many of the experiences are woven into classroom activities or projects.

Evidence to support FCCLA chapter activities include samples of chapter meeting minutes and agendas, membership rosters and documentation of affiliation on the national, state and regional levels, newspaper clippings or other media documentation of activities, lesson plans or assessments that incorporate FCCLA, and sample chapter projects.

Note: Only students affiliated at the national, state, and regional levels are members of FCCLA. Local "clubs" are not a substitute for FCCLA.

Organizes and Promotes the Program

Identifying target audiences is necessary to successfully promote the program. Some of the audiences are internal groups, others are external. Each audience will be interested in a slightly different aspect of the program. A few examples of internal audience are other teachers, guidance counselors, administrators, or support staff. External groups might include prospective students, former students, parents, legislators, community groups, or potential employers for graduates of your program.

Each of these audiences will be interested in the program if the message is tailored to their area of concern. What information does each group want to know, and/or need to know? Examine what information these audiences already have about the program, and whether that information is accurate. Then establish goals for reaching each group with accurate, up--to-date facts. A sample student interest survey is provided at the end of this section. Adapt the survey to local needs or program goals.

Goals may be defined to promote new programs, facts about existing programs, specialized learning opportunities (e.g., first aid certification, mentoring experiences, or FCCLA projects and activities)

Evidence of promoting the family and consumer sciences education program may include press releases or newspaper articles, marketing materials such as posters or course flyers, or bulletin board displays.

Organizes and Prepares for Instruction

Examples of instructional strategies to help engage students are included in *Section 4 – Program Implementation.*

Evidence to support instructional efforts include lesson plans and course syllabi, portfolios with examples of student work, and examples of implementation of state and national standards.

Facilitates Instruction

The underlying goal of all instruction is to create a positive change in student knowledge, achievement, and behavior. A variety of instructional strategies can assist you in meeting this goal. The first step is to set high standards for all students to achieve. A second step is to clearly define objectives and expectations of what students should know and be able to do, and classroom rules or guidelines. Students will become actively engaged in learning when lessons are made relevant to their lives.

Evidence that supports efforts to facilitate instruction include lesson plans that emphasize team building skills, critical thinking skills, and links to career pathways. Other evidence may be partnership agreements for job shadowing experiences, internships, or on-the-job training.

Provides a Positive Learning Climate

The learning environment includes the aesthetic appeal of the classroom; the physical surroundings with tables and chairs, laboratory equipment, and reference/resource materials; and emotional comfort. Creating a positive learning climate includes recognizing students' individual needs and building a good rapport with students and their parents. Time management and organization are essential for a positive environment.

Evidence to demonstrate a positive learning climate includes laboratory plans and safety procedures, a department budget with a plan for equipment maintenance and replacement (see sample forms at the end of this section), samples of letters to parents or other types of communication efforts. Photos of bulletin boards or displays can verify an attractive, stimulating environment.

Assesses Student Performance

The Outstanding Schools Act of 1993 brought about a set of academic standards designed to set high expectations for individual student achievement. Career and technical education courses are based on learner outcomes which are statements indicating exactly what the student will be able to know and do following instruction. Assessment measures must then be implemented to verify or evaluate to what extent students meet those standards and objectives.

Assessments that are valid and reliable will accurately measure student mastery. For an assessment to be valid it must be directly tied to learner objectives. That is, the assessment must measure what is taught and what the student is expected to learn. For an assessment to be reliable, the assessment must produce the same results consistently from student to student, year to year, class to class, or evaluator to evaluator. Evidence of effective assessment of student performance begins with learning objectives tied to assessments. The goal is to begin planning instruction with the assessment in mind.

Assessments come in a variety of forms such as tests, journals, research reports, performances, laboratory experiences, or oral presentations. Using a variety of assessments will help ensure reliability. Students have different learning styles and respond differently to tests, performances, and projects.

A variety of assessment samples are included in *Section 6 – Model Assessments.*

Advises Students

Assisting students as they explore career opportunities is the most fundamental step in promoting the program, and allowing students to see the relevance of a foundation in family and consumer sciences to many career opportunities. Some students need coaching or encouragement to explore career interests, other students need referrals to key resources. The key is to provide a variety of resources and encourage students to explore many opportunities.

Evidence of student advising might include student interest inventories, career exploration software and CDs, job shadowing experiences, integrated FCCLA activities focused on career exploration, or documents from student conferences.

Manages Resources, Equipment, and Supplies

Resources, equipment and supplies can be classified as instructional resources. Managing these resources so that the right materials are available in the right quantity at the right time for the activity requires a long-range budget plan. The plan should address items such as: What resources, equipment; or supplies are required? What is the realistic life expectancy for these resources?

Planning for instructional resource needs must be supported by a long-range budget plan to accommodate the needs. Sample worksheets and inventory rosters are provided in this section. By tracking actual usage from class to class, and year to year, estimates will be easier to predict and faster to prepare. Some instructional resources may be available through advisory committee members or community resources.

Maintains Program Effectiveness

Maintaining an effective program requires collecting program data and evaluating it for program improvement. The data gathered must be compared to the program goals and objectives to measure the actual effectiveness of the program. The result of comparing the evaluation results to the goals and objectives determines the plan for improvement. This process is ongoing for short-term and long-range program planning and improvement. This process is also essential to keep up with changes in industry needs and workplace expectations.

A variety of data should be used to measure effectiveness and improve programs. Examples include the program evaluation checklists provided in *Section 5 – Program Improvement*. The checklists will provide data to consider as short-term and long-range plans are revised.

Teaching - Related Activities

Teaching - related activities range from participating in faculty meetings to serving as a leader in professional organizations at the district, state or national level. This component also includes maintaining records, providing supervision, and mentoring colleagues and new professionals.

Evidence to support the variety of teaching related activities includes accepting student teachers, volunteering for committees or projects, maintaining attendance or grading records, documenting positive guidance policies, or providing records of student fees, fines, etc.

Professional Development Activities

Professional development is the capstone of a successful program. The purpose of professional development is to provide improved instruction for the students. The ultimate measure of quality professional development is through student achievement of goals and objectives.

The Outstanding Schools Act of 1993 emphasizes a professional development plan for individual teachers in their first two years of teaching. The Excellence in Education Act of 1985 also supports professional development activities. During each MSIP review, a visiting team will examine the professional development plan for the district. Therefore, it is important that you have a plan for professional development activities that supports the district plan.

The Missouri Resource Center for Career and Technical Education (MRC-CTE) contains several publications to help design a plan for professional development. One resource, *Missouri Professional Development Guidelines for Student Success,* is available for free loan by contacting the MRCCTE at 1-800-392-7217 or at <http://mrccte.coe.missouri.edu>. A Request Form to order materials from the Resource Center is included at the end of this section.

Advisory Committee Plan of Action

Sample

Goal	Objectives	Activities	Committee Assigned	Fiscal Year		
				20____	20____	20____
1. To provide local educational agencies with advice in developing career and technical education programs.	(a) To advise regarding course content to insure it meets the changing needs of industry.	1. Review textbooks and materials used in course. 2. Conduct occupational analysis in local industries and businesses in the area served by the local educational agency.				
	(b) To advise regarding the physical condition of the facilities and adequacy of the program equipment.	1. Review requests for laboratory equipment and supplies. 2. Review classroom safety procedures.				

Sample Advisory Committee Invitation

January 1, 2000

Ms. Community Leader

2000 First St.

My Town, MO 61001

Dear Ms. Leader:

Your experience and demonstrated leadership have led to your recommendation for membership on the Family and Consumer Sciences Instructional Program Advisory Committee. The Committee is comprised of leaders from business, industry, and the community. The partnership between business, industry, the community, and education is vital to the strength and success of our program.

I hope you will consider this invitation and join the Advisory Committee. Your insight and experience will benefit students throughout this community. Advisory Committee appointments are for three-year terms. Our next meeting is February 8. Please contact me with your decision prior to February 3.

Kindest Regards,

Sample

Student Interest Survey

Directions: Complete this form and return it to your teacher.

Name ______________________________ ☐ Male ☐ Female

Year in School (circle one) Fr So Jr Sr Birthday _____/_____/_____

Course Title ______________________________

Teacher ______________________________

Your Address ______________________________

City ______________________________ Zip Code __________

Phone # ______________________________

Draw a map to your house on the back of this survey. Include at least four roads/streets nearest your home.

Parent/Guardian Names (Print full names)

______________________ ______________________

______________________ ______________________

Why are you taking this course?

☐ I plan a career in family and consumer sciences.

☐ I am not planning a career in this area, but I am interested in the subject.

☐ I have no special interest in this area, I was placed in this class.

What career goal or occupation most interests you right now?

____

What most interests you about family and consumer sciences?

____

What are your plans following graduation from high school?

1. _____ Go to work full time
2. _____ Go to college (check which degree you will seek):
   ☐ community college ☐ technical college ☐ four-year
3. _____ Go into the military services
4. _____ Other plan: ______________________________

Sample

Sample Resource Materials Inventory

Subject ______________________________ School ______________________

Teacher ______________________________ Grade Level ____________ Room ________

Book Title	Publisher/ Edition	Cost New	Year of Purchase	Year _____			Year _____			Year _____		
				E	G	P	E	G	P	E	G	P
Example: Shaping Your Future	Glencoe/McGraw Hill/2nd ed.	$17.25	1999	11	4	1						

Rate the condition of the resource materials each year by indicating the number of irtems in the appropriate column.

E – Excellent G – Good P – Poor

Sample Equipment Inventory

Department ____________ School ______________________ Teacher__________ Room ______

Item or Product	Model Number Serial Number	Cost New	Year ______			Year ______			Year ______		
			E	G	P	E	G	P	E	G	P
Example: Refrigerator	YA23 8500093	$870.		X							

Rate the condition of the item or product each year by indicating the number of irtems in the appropriate column.

E – Excellent G – Good P – Poor

Sample Inventory and Budgetary Plan

Sample

Course Title ______________________

Course Description ______________________

____

Curriculum Guide ______________________

Instructor ______________________

Year Semester ______________________

Textbook (title) ______________________

(author) ______________________

(publisher) __________ (copyright date) ______

Competency	Inventory	Present and Future Needs	Fiscal Year				Estimated Cost
	Equipment						
	Textbooks						
	Instructional Resources						
	Consumable Supplies						

Annual and Long-Range Program Plan

This sheet can be used to gather program information. It will allow you to plan and focus your efforts. Include instructional planning and professional growth opportunities in this document. Add sheets to it as needed. Share it with administrators, advisory committee members, school boards and other key partners and invite them to give input to your program's long-term plan. This document can assist in budget and long-term needs discussions.

______________________________ High School

20_____ to 20_____

A. Program Mission:

List all those items that need attention. Some examples:

- Organize and implement an advisory committee.
- Major and minor facility improvements.
- Curricular revisions.
- FCCLA Program of Activities.

B. Program and Teaching Philosophy:

You may want to include:

- How instruction fits into the local program and the benefits to students and key customers.
- How the program prepares students for post-secondary education, specialized training or careers.
- How the local advisory committee is involved in local program operation, future planning and direction.

C. Program Goals:

Possible goals to include:

- List how the program will affect student careers, knowledge and lives.
- List how the program will build awareness of subject matter.
- List what the program will do for students as to building leadership skills.

D. Program Objectives/Priorities:

1. Annual:

2. Three - Five Year (Long-Range):

E. The scope and sequence of curriculum is attached and has been reviewed by the local advisory committee and vocational education director.

F. Planned Curricular Changes:

Describe the priorities you plan to implement on both an annual and long-range (three - five year) basis.

G. Student Recruitment Activities:

Attach a sheet listing planned activities and a brief explanation. Some examples:

- Give group presentations to middle level/junior high.
- Use student information sheets to identify potential student interest and obtain demographic data.
- Involve school guidance personnel in student counseling and scheduling.

H. Facility Improvement:

Based on the safety and health of students and staff, learning environment and curriculum needs, list the prioritized annual and long-range facility improvement proejcts.

I. Tool and Equipment Needs:

Considering the safety and health of students and staff, the learning environment, and curriculum needs, list the prioritized annual and long-range equipment needs.

1. Annual:

2. Three - Five Year (Long-Range):

J. Curriculum references, texts and other teaching resources needed based on curriculum:

Based on the learning environment and curriculum needs, list the prioritized annual and long-range resource needs.

K. Local FCCLA Program of Activities (descriptions attached)

L. Program Budget (copy attached)

Missouri Resource Center
MRCCTE
for Career & Technical Education
2 London Hall • University of Missouri-Columbia • Columbia, Missouri 65211-2230

REQUEST FORM

CONTACT MRCCTE AT -
e-mail address:
mrccte@missouri.edu
FAX: (573) 882-9935

UPS cannot make deliveries to P.O. box address

Name:
Institution:
Street Address:
City:
State: Zip:
E-mail Address:
Phone: FAX:

For a complete listing of resources available: http://mvrc.coe.missouri.edu

Duplicate form as needed!

RESOURCE CENTER SUBJECT AREAS

AG	Agricultural Education
BE	Business Education
CT	Customized Training
FCS	Family and Consumer Sciences
H	Health Occupations
ITE	Industrial Technology
MCE	Marketing and Cooperative Education
R	Resources for Career and Technicall Educators
SN	Special Populations
STW	School-To-Work Clearinghouse
T&I	Trade and Industry

SUBJECT AREA	CALL NUMBER	LOCATION	TITLE	DATE NEEDED	ALTERNATE DATE

RETURN POSTAGE WILL BE PAID BY BORROWER

RequestForm'99

Implementing a Family and Consumer Sciences Program

This section will explore how to put a program implementation plan into action. Throughout the previous sections, criteria, benchmarks, and examples of evidence have been identified to guide program development.

Included in this section are fold-out pages of course competency lists aligned to state and national standards. These competency lists provide a foundation to assist in developing local course competency lists and performance objectives. Use the appropriate standards to help determine the minimum knowledge and skills all students need, and at what level of success. Each list also includes a course rationale which can be adapted as needed to meet local needs.

Resources in this section will specifically assist in the design of instruction and assessment for each course. A variety of instructional delivery methods are described to incorporate as appropriate. Instruction will be guided by the competencies and objectives identified for students to master.

The key for demonstrating accountability for student learning is assessment. Assessments, or competency measures, must provide valid, reliable evidence of student mastery, and address each performance objective for the course. The assessments may be written tests, performances, or products. These assessments are then organized and competency attainment is documented through a record-keeping system.

Integrating Standards into the Curriculum

The following guidelines describe the Critical Thinking approach used for curriculum guide development for Family and Consumer Sciences Education from the Instructional Materials Laboratory.

1. Each unit of instruction opens with a **Practical Problem** stated using the question stem, "How do I..."

2. The **Competency** is taken directly from the established competency list and appropriate references are given in parentheses.

3. **Enabling Objectives for Mastery** are steps or learning objectives to assist students in building competence. The enabling objectives can be thought of as the parts that, when added together, will equal the competency. Each begins with a verb and is a statement that relates to developing the competency.

4. The **Teacher Background** information section provides the rationale for why this competency is needed and offers background research or other data a teacher may find useful when preparing this unit of instruction. The

References section lists the sources used or consulted to develop the unit. Many of these resources are available for free loan from the Missouri Resource Center for Career and Technical Education (MRCCTE), University of Missouri-Columbia, 2 London Hall, Columbia, MO 65211 (FAX 573/882-9935, 800/392-7217), <http://www.mrccte.missouri.edu>

5. The **Learning Activities** section repeats the enabling objectives and provides a learning activity that will assist the student in demonstrating mastery of the competency. The Learning Activities section allows students to explore an issue with the teacher guiding the discovery. Discussion topics supplement the learning activities and are used whenever needed to help the teacher guide the students through the activity and reflect on their learning. These discussion topics are essential to the critical thinking approach. The discussion topics focus the student's attention on the issue or concept as it relates to the real world. They often provide an opportunity for putting theory into practice.

6. The **Assessment** section is divided into three categories, (1) paper and pencil work such as quizzes, activity sheets, journal writing, research reports; (2) classroom activities such as presentations, panel discussions, FCCLA classroom projects, skits; and (3) real-life experiences such as internships, volunteer projects, FCCLA service projects.

7. Supplemental materials may include **Fact Sheets, Instructor Information, Activity Sheets, SEARCH for Solutions** worksheets, **Thinking It Over** reflection worksheets, etc. These materials can be used as appropriate. They could be used as handouts, assessments, in-class worksheets, reference materials, or in other ways.

Aligning Curriculum to Standards

The following pages of the *Implementation Handbook* provide cross-references to minimum student competencies identified for the family and consumer sciences courses. Each of these key performance indicators reflect important, but more general skills needed by all Missouri students as they prepare for life and work in the 21st century.

These charts represent the combined efforts of a number of family and consumer sciences educators from across the state who contributed in a variety of ways throughout the development process. In the summer of 1996, 110 teachers from across the state participated in an in-service course offered through the University of Missouri-Columbia focusing on the development of curriculum frameworks and standards for family and consumer sciences. As a part of their work for this course, participants validated initial links identified between the Missouri family and consumer sciences semester course competencies, the Missouri Show-Me Standards, and the Ohio and Colorado core competencies. During the summer and fall of 1996, several Missouri Family and Consumer Sciences educators participated in the Vocational 21st Century Curriculum project. This project cross-referenced the student competency lists for all Missouri family and consumer sciences courses with the Missouri Show-Me Standards and Missouri's Frameworks for Curriculum Development. In 1999, a task force met to align the newly published National Standards for Family and Consumer Sciences Education with the competencies identified for each of the required courses.

Instructions for Use of Crossreference and Alignment

The following charts link minimum student competencies identified for required courses, with the Missouri Show-Me Standards; SCANS competencies; All Aspects of the Industry Objectives; the Core Employment Skills competencies; and core competencies identified for family and consumer sciences programs in Ohio. These sets of skills/competencies are provided as a part of this document.

The first column describes the duty band and specific competencies under that duty band. The second and third columns indicate the Missouri Show-Me Standards related to each Missouri course competency. Column four indicates the National Standards for Family and Consumer Sciences Education related to the Missouri course competency. Additional columns on the actual charts provide alignment to other standards as defined on the chart.

An example of the first four columns:

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards
Child Development, Care and Guidance			
Course Rationale: *To improve the quality of life for Missouri's children, performance competencies in the Child Development, Care and Guidance course taught in Family and Consumer Sciences Education programs enable students to: a) construct meaning pertin*			
A. Assuming Leadership Roles as Responsible Family Members and Citizens			
1. Utilize FCCLA program(s) to address child development, care and guidance issues	1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8	CA1, CA3, CA4, CA5, CA6, HP2, HP3, HP4, HP5, HP6, MA3, SC8, SS6	1.1.3, 1.2.4, 1.3.2
2. Utilize leadership qualities and skills for problem solving	1.1, 1.2, 1.3, 1.5, 1.8, 1.10, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.8	CA1, CA3, CA6, SC8, SS6	1.1.2, 1.1.5, 1.1.6, 1.2.5, 4.5.2, 4.5.3

Note: The crossreference charts for the courses noted in this document represent clearly recognizable connections between the Missouri competencies and other performance indicators. Therefore, it is recommended that they be used as a general guide for identifying linkages at the local level. Local programs will want to consider different and/or additional linkages based on local school and community needs.

BEST COPY AVAILABLE

For more detail, obtain or contact the following resources:

- Work and Family Life OCAP (Ohio's Competency Analysis Profile). Columbus, OH: Vocational Instructional Materials Laboratory, The Ohio State University, 1992.*
- Work and Family Life Program. 6 vols. Columbus, OH: Vocational Instructional Materials Laboratory, The Ohio State University, 1993-1995.*

  Contact: Instructional Materials Laboratory, 2316 Industrial Drive, Columbia, MO 65211, 800/669-2465, FAX 573/882=1992 (catalog numbers 40-0900-I, 40-3000-I, 40-7000-I, 40-3200-I, 40-7200-I, 40-5100-I).
- Pre-Employment/Work-Maturity Skills Instructional Resource Guide (30-6000-I). University of Missouri-Columbia: Instructional Materials Laboratory, 1992. Contact: IML (see previous entry)
- All Aspects of the Industry (65-9000-I). University of Missouri- Columbia: Instructional Materials Laboratory, 1994. Contact: IML (see previous entry)
- Learning a Living: A Blueprint for High Performance (A SCANS Report for America 2000). Washington, DC, U.S. Department of Labor, 1992.*

*These resources are available to Missouri educators for free loan from the Missouri Resource Center for Career and Technical Education (MRCCTE), University of Missouri-Columbia, 2 London Hall, Columbia, MO 65211 (FAX 573/882-9935, 800/392-7217), <http://www.mrccte.missouri.edu>

Instructional Delivery Strategies

"Classrooms die as intellectual centers when they become simple delivery systems for lifeless bodies of knowledge." These are the words of classroom teacher, Sue Selbin (1999). She believes that when a passion for justice, critical knowledge and social change are instilled in students, the outcome will be profound social consequences. This requires teachers being critical thinkers and developing classroom strategies for the implementation of a critical science questioning approach. Learning how to ask students deeper questions, to go beyond the yes and no or right and wrong questions. Critical questions are difficult and may even be impossible to answer once and for all. Critical questions reappear for families and individuals at different times and in different circumstances. Critical questions should develop the student's reasoning capacity and in turn their ability to analyze and challenge actions. Chaffee (1994) suggests there are five key components of critical thinking. These components are thinking actively, carefully exploring situations with questions, thinking for one's self, viewing situations from different perspectives, and discussing ideas in an organized way. It is not the intent of this guide to teach critical thinking, but it is the goal to encourage teachers to incorporate critical thinking into their classroom. Perfecting the art of asking critical questions will most likely require professional development over a period of time. The challenge is to help students develop the capacity to reason and take ethical action.

Many of the following instructional strategies may be familiar but with some significant changes in the method of delivery, these strategies can be structured around the components of critical thinking. Components that will change the environment to be one that invites teacher and student growth.

Class Discussions

Opening the floor for students to share ideas and opinions can get out of hand quickly. The following tips will help keep the discussion focused on relevant issues in the lesson.

- Limit to 10 - 15 minutes
- Students need to be emotionally involved through common experiences such as demonstration, case study, news clipping, video, or reading assignment
- Allow students to write down their thoughts about the topic before beginning the discussion
- Provide positive feedback to every student for participating
- Allow each student time to organize his or her thoughts; don't move on too quickly

- Use Socratic Questioning such as: "How did you come to that opinion?" "What are some of the errors in that approach?" "Predict the response you likely will get to that choice?" "What would be the next step in making that happen?" "Describe the outcome you think would best solve this problem?"
- Keep the discussion on task
- Give a warning before ending the discussion. Ask for final comments. Then summarize the main points that relate to the topic.

Cooperative Learning Groups

Challenging students to work together at times is a relevant, real world experience. Establishing ground rules for behavior and expectations for group work will smooth out many of the rough edges.

- Three common problems are often related to presenting a weak activity for students to work on: (1) dominant group member; (2) group gets sidetracked; (3) reporting out can fall apart.
- Some ways to correct these problems are to ensure individual accountability. Create win/win opportunities like jigsaw groups where four members each become expert on one aspect then teach each other; or assign roles such as discussion leader, time keeper, or recorder.
- Use peer evaluation, peer coaching or peer feedback.
- Give total points to the group and allow the group members to divide the score
- Group make a list, individual make a choice, group make a specific choice (this is a technique to focus on consensus building)
- Give group exams.

One Minute Reflection/Thinking It Over

Use a worksheet such as Thinking It Over or Thinking at Right Angles to help students relate facts and opinions as they examine issues. Reflection, journal writing, learning logs and similar strategies, focus students' attention on their own cognitive skills. This leads to metacognition, or thinking about the quality and content of their thinking.

- Ask students to write for one minute to paraphrase a concept or issue presented during lecture
- Challenge students to break technical material or procedures down for some else
- Use a journal or learning log for students to pose and react to thoughtful questions

Student-Generated Test Questions

Teachers frequently report that students are more demanding or critical of themselves than others are of them. Students are challenged to find the answers as they struggle to write their own test questions. Like cooperative groups, this strategy is most effective when students have ground rules or stated guidelines for what a good test question could be.

Scoring Guides

Scoring guides, sometimes called rubrics, define expectations and parameters for projects or products when the evaluation of the student's work might be based on subjective scores that are hard for the instructor to describe, and more difficult for the student to learn from. The scoring guide describes various levels of achievement and the criteria that will be used for the evaluation.

Section 6 of this *Implementation Handbook* provides several examples of scoring guides. Many sources recommend students helping to define the criteria on the scoring guide so that everyone understands the terms used and expectations for quality work.

The instructor may need to develop the scoring guides at first, until students become comfortable working with them. Then the students may be ready to provide good ideas about quality projects, products, or work. As students become more comfortable and proficient using scoring guides, they will be developing the skills to self evaluate quality performance or products.

The scoring guides serve as an instructional strategy by defining what quality is expected and what will be considered acceptable minimum work. They also serve the assessment function of providing feedback on performance or work.

Throughout this *Implementation Handbook*, you will see one style of scoring guide. There are a variety available from printed sources and the Internet. One particularly useful reference is, *Rubrics: A Handbook for Construction and Use* edited by Taggart, Phifer, Nixon and Wood. This book is available for free loan from the Missouri Resource Center for Career and Technical Education.

Other Strategies

A number of other strategies can add variety to classroom instruction and appeal to different learning styles of students. Review the course goals and performance objectives to identify creative instructional methods to engage students in learning. Some examples are:

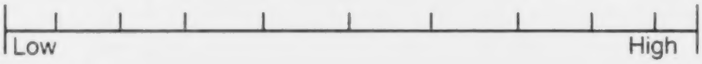
√ Role Play
√ Drill and Practice
√ Contract Learning
√ Case Studies
√ Demonstrations
√ Guest Presentations
√ Field Trips/Job Shadowing/Mentoring
√ Lecture
√ Graphic Organizers (student creations or instructor designs)

The following pages illustrate a few types of graphic organizers and the information each is most suited to describe. Students will demonstrate higher order thinking skills when they analyze types of information to present in a graphic organizer; synthesize data to design a visual model, or evaluate data when selecting the appropriate type of graphic organizer to convey their message.

An excellent resource for teaching critical thinking in a family and consumer sciences classroom is **Family and Consumer Sciences Curriculum: Toward A Critical Science Approach,** Glencoe/McGraw-Hill, 1999. Chapters include *"Developing Questions in a Critical Science Classroom"* Sue Selbin p. 172; *"Practicing Critical Thinking Through Role Play"* Frances M. Smith, p. 184-194; and *"Developing Curriculum Using Broad Concepts:* Loretta Hauxwell and Brenda L. Schmidt p. 91-102.

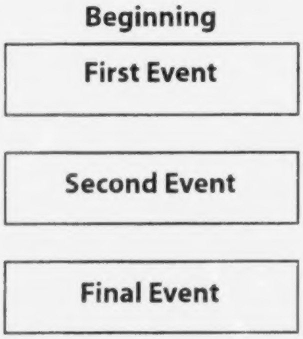
Continuum

Continuum is used for time lines showing historical events, ages, amounts of something (weight), shades of meaning, or rating scales. It can show relationships, or compare and contrast elements.
Key Questions: What is being scaled? What are the end points or extremes? What is the relationship between items on the continuum?



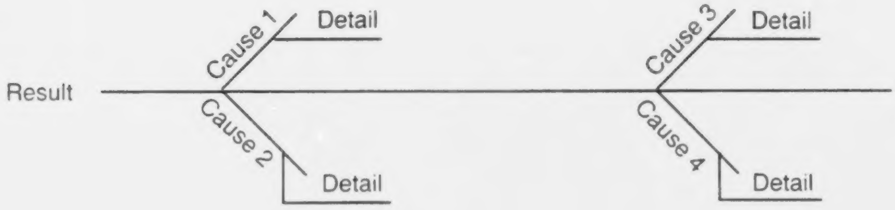
Chain of Events

Chain of Events illustrates the stages of an event, the actions of a character, or steps in a procedure. It focuses on sequencing skills. Key Questions: What is the first step in the procedure or initiating event? What are the next stages or steps? How does one event lead to one another? What is the final outcome?


Beginning
First Event
Second Event
Final Event

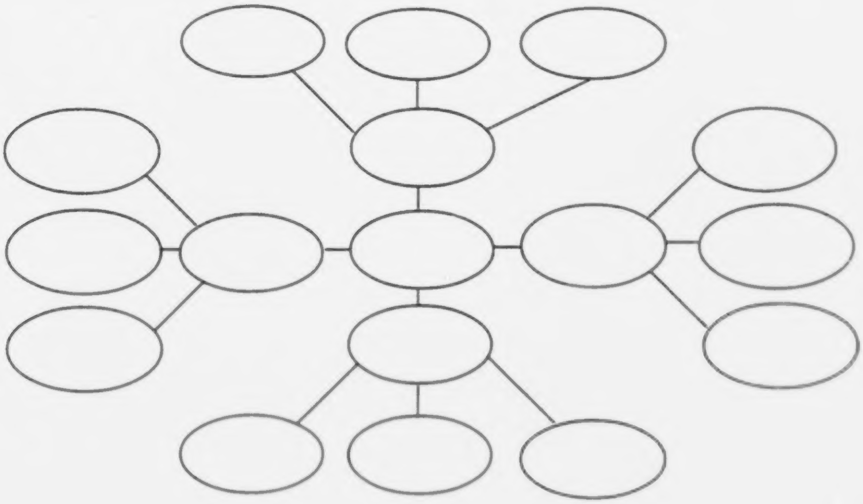
Fishbone Mapping

A Fishbone Map is used to show the relationship among the parts of a complex event (an election, a nuclear explosion) or complex phenomenon (child abuse, eating disorders, learning disabilities). Key Questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?


Cause 1
Detail
Cause 3
Detail
Result
Cause 2
Detail
Cause 4
Detail

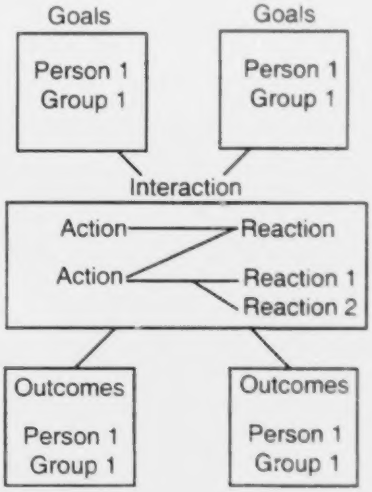
Clustering

Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. As students cluster, their thoughts tumble out, enlarging their word bank for writing and often enabling them to see patterns in their ideas. Clustering may be a class activity or an individual activity. Brainstorming sessions can use clustering techniques to gather and record ideas.
Key Questions: What do you think of when I say...? What can we do about...?



Interaction Outline

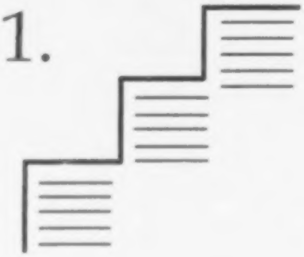
Interaction Outline is used to show the nature of an interaction between persons or groups, such as the interaction between community members and local political leaders. Key Questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?


Goals
Goals
Person 1
Group 1
Person 1
Group 1
Interaction
Action
Reaction
Action
Reaction 1
Reaction 2
Outcomes
Person 1
Group 1
Outcomes
Person 1
Group 1

Sequential Thinking

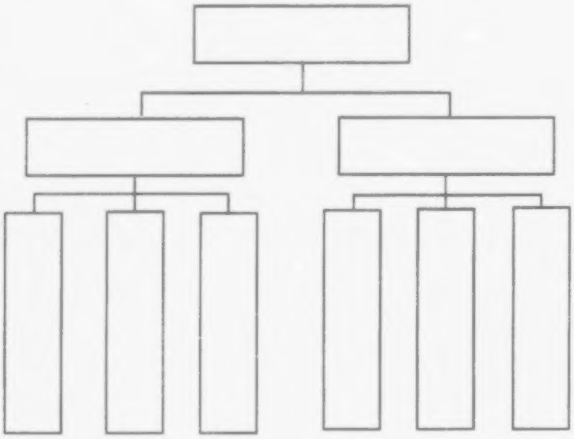
A stair step Sequential Thinking chart identifies steps to completion and allows for elaboration or clarification.
Key Questions: What are the steps involved? In what order should the steps be taken?

1.



A hierarchical Sequential Thinking chart outlines the breakdown of information in a larger concept or procedure. It can be used to illustrate an organizational structure.
Key Questions: What is the main concept or outcome? What are the component parts? In what order, or on what level, does each piece

2.



Storyboard

A storyboard is a graphic, sequential depiction of a script. Students recall major events of the story, then illustrate the events in the squares provided. The Storyboard can help organize a skit or video prior to performance.

Key Questions: What is the order of events? Who is involved and in what order?

Compare/Contrast

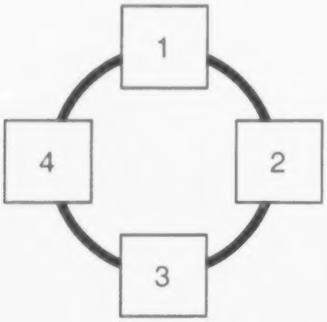
Compare/Contrast is used to show similarities and differences.

Key Questions: What is being compared? How are they similar? How are they different?

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

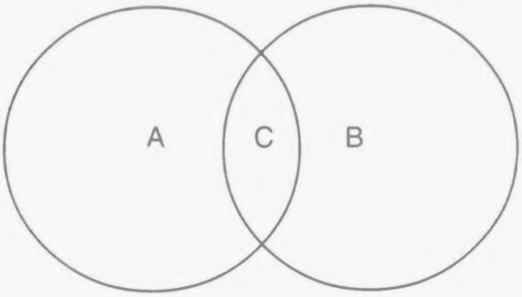
Cycle

A Cycle attempts to show how events in a series interact to produce a set of results again and again, such as the life cycle or a cycle of poor decisions.
Key Questions: What are the main events in the cycle? How do they interact and return to the beginning again?



Venn Diagram

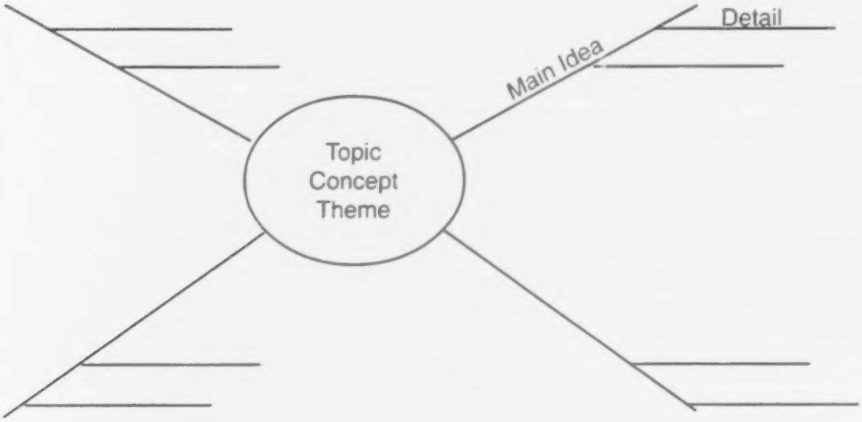
The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc. It is frequently used as a prewriting activity to enable students to organize thoughts prior to writing a compare/contrast essay.
Key Questions: What is being compared? How are they similar? How are they different?



Spider Map

The Spider Map is used to describe a central idea, such as: a thing, a process, a concept, a proposition. The map may be used to organize ideas or brainstorm ideas for a writing project. It builds skill in analysis or synthesis as ideas are taken apart or combined in new ways.

Key Questions: What is the central idea? What are its attributes? What are its functions?



Assessment Methods

In addition to paper and pencil tests, or traditional observations of student behavior, three alternative methods of measurement can be very effective in assessing student thinking, reasoning, action, and reflection. These tools are sometimes described as alternative assessments or authentic assessments, and can be divided into three categories:

1. Products and projects;
2. Performances;
3. Metacognitions (or thinking about thinking)

Products and Projects

A project or product can be an assessment or task that students work on individually or in cooperative learning groups. To be an effective learning tool, the project should focus on a topic in the curriculum. The criteria being used to grade or evaluate the work should be determined before students begin the assignment. A project or product helps students in developing organizational skills, problem-solving and decision-making skills, technical skills, and interpersonal and communication skills.

Project assessments may:

1. Allow the students to formulate their own questions and then try to find answers to them
2. Provide students with opportunities to use their multiple intelligences to create a product
3. Allow teachers to assign projects at different levels of difficulty to account for individual learning styles and ability levels
4. Be motivating to students
5. Provide an opportunity for positive interaction and collaboration among peers
6. Provide an alternative for students who have problems reading and writing
7. Increase the self-esteem of students who would not get recognition on tests or traditional writing assignments
8. Allow for students to share their learning and accomplishments with other students, classes, parents, or community members
9. Provide essential learning outcomes through application and transfer

Performances

The instructor often must put more planning into a performance-based assessment to ensure that the outcome demonstrates learning. Students may read, research, and understand how to complete a procedure or skill, but they may not know how to transfer that knowledge into action.

One of the most important parts of creating a performance assessment is to imagine and define what the performance will look like. Identifying the criteria for what constitutes a good performance, and what is acceptable or unacceptable. Of course, this description must be determine *before* the assignment or assessment occurs.

Performance assessments encourage students to make decisions, collaborate, use oral and written communication skills, conduct research, resolve conflicts, persevere with a task, or be innovative such as to design new policies or procedures.

Metacognitions

Metacognition is the process of thinking about thinking. It refers to one's knowledge concerning one's own cognitive processes or thinking. For example, metacognition occurs when students notice that they are having more difficulty learning one concept or fact than learning another concept or fact. Metacognition has to do with the active control of cognitive processes. Metacognitive processes are key components of planning, problem-solving, evaluation and many aspects of communication.

Paper and Pencil Tests

Written assessments can be represent a broad category ranging from multiple choice to open-ended responses to research reports. The focus of a written assessment is very narrow and the outcome is highly structured making this a highly reliable method for assessment. Paper and pencil test questions can be written to assess higher order thinking skills, although this method is not usually described as authentic, it can be used effectively to assess critical thinking skills.

This traditional assessment method should not be overlooked. However, questions must be structured to allow students to show their thinking, not just select an answer. It is incorrect to assume that because a student selected the right answer he or she used the correct thinking operation to obtain the answer. The student just might have gotten lucky!

A few examples of higher order thinking skills are shown in Appendix A. The graphic pyramid lists action verbs that describe critical thinking processes, as well as products or performances that demonstrate the use of critical thinking operations. It may be helpful to refer to the illustration when designing paper and pencil assessments to include critical thinking skills along with content knowledge.

Criteria for Evaluating Assessments

Whether paper and pencil, products and projects, performances, or metacognition to measure student learning, the following criteria for evaluating the quality of assessments may be helpful.

VALIDITY: This refers to the assessment's ability to accurately measure learning.

RELIABILITY: To be reliable an assessment must yield similar results from student to student, from year to year, from class to class, or from evaluator to evaluator. The assessment must be consistent to be a reliable measure of learning.

DIRECT ASSESSMENT: The instrument is used to measure performance at the time the student is demonstrating the skill. It can be thought of as a real-time assessment.

INDIRECT ASSESSMENT: This type of assessment occurs after the performance. Inferences are made about the student's ability without the student actually demonstrating the skill or ability.

COST: The amount of money needed to develop or administer the assessment. This is especially relevant for assessments that involve more expensive materials or supplies, and portfolios that may require special storage areas.

TIME: The amount of time required to develop or administer the assessment.

EVALUATOR(S): It may be appropriate to use peer assessments, self assessments, teachers, parents, administrators, potential employers or other authentic audiences as evaluators. Using more than one evaluator or type of evaluator lends reliability to the assessment.

Creating Critical Thinking Assessments

Assessment Methods

No one can deny the importance and emphasis being placed on accountability and student assessment. Certainly student performance is one of the measures used to determine how effective the curriculum and the teacher are in meeting district goals. As districts and teachers determine essential outcomes, decisions must also be made as to how those outcomes will be measured. At the classroom level, the curricular orientation of the teacher will also impact on the assessment choices. To be consistent, the method of assessment should directly reflect the method of curriculum implementation. A critical science orientation calls for assessment techniques that will reflect the student's ability to take action based on critical thinking and practical reasoning.

Performance assessment and authentic assessment receive a lot of attention today. These terms are often used interchangeably, but in reality they are not the same. According to Meyer (1992), performance assessment refers to the kind of student response to be examined and authentic assessment refers to the context in which that response is performed. Students must be given a variety of tasks and situations in which they are given an opportunity to demonstrate their understanding and to thoughtfully apply knowledge, skills, and habits of mind in a variety of contexts" Marzano, Pickering and McTighe, (1993).

It is important in teaching for student understanding that teachers establish clear performance targets and these fit together as a powerful means of linking curriculum, instruction, and assessment. The next three pages include a worksheet to help develop assessments focusing on critical thinking skills.

For more information on developing assessment, refer to *Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit,* available from the Instructional Materials Laboratory. Also the chapter on assessment from: *Using a Critical Science Approach,* in the Education Division of the Association for Family and Consumer Sciences, Family and Consumer Sciences Teacher Education, *Family and Consumer Sciences Curriculum: Toward A Critical Science Approach,* Glencoe/McGraw-Hill, 1999.

Worksheet for Designing Assessments Based on Critical Thinking

Purpose: Critical thinking skills allow students to combine content knowledge with habits of mind or behaviors that are necessary for success in work and family life.

Objectives for Implementing Critical Thinking:

The instructor will

- √ assist students in identifying and clearly defining a task relevant to work or family life.
- √ include higher order thinking skills in learning activities and assessments.
- √ explain standards students are expected to master for success performance.
- √ clearly define criteria used in assessment of learning and performance.

Design the Assessment First:

Use the following questions to establish assessment criteria and learning outcomes. This will lay the foundation for your instruction. When you have determined what you want students to know and be able to do, you will be able to tailor your instruction to meet those criteria.

1. What skills and knowledge do I want students to obtain from this unit/activity?

   performance skills: ____________________

   ____

   content knowledge:____________________

   ____

   ____

   For example: I want students to understand why it is important to analyze data from several sources before making decisions about health care products and services.

2. Which higher order thinking skills are used to demonstrate mastery of this knowledge?

   ____

   For example: compare sources, analyze data, draw a conclusion.

3. Based on your expectations in steps 1 and 2 above, write a learning activity using Critical Thinking to demonstrate mastery of content knowledge and performance skills.

   ____

   ____

   ____

   ____

   ____

   For example: Find examples of various advertising techniques related to health care products or services to examine the information provided for reliability and credibility.

4. Describe the types of resources students may use in this learning activity.

____

____

For example: Use magazines or newspaper advertisements.

5. How will students perform or demonstrate their learning (what will the physical outcome be)?

____

____

For example: poster, skit, journal writing, FCCLA project, debate, presentation.

6. Rewrite your original learning activity in step 3 to include acceptable resources, and expectations for a product/performance to demonstrate learning.

____

____

____

____

For example: Use magazines to find examples of advertising techniques related to health care products and services. Create a poster using ads that illustrate various ad techniques.

7. What habits of mind will this assessment measure? What student behaviors will show you these habits (how will you know they know)?

____

For example: cooperation, teamwork, persistence, problem-solving, time management.

8. On your own, or with input from students, design a scoring guide to identify the knowledge and skills you will use to assess learning and mastery. Refer to the worksheet attached to create your scoring guide.

9. Itemize the competencies and standards you will assess with this learning activity:

Content Competencies ________________________________

____

Show-Me Goals & Standards ____________________________

____

National FACS Education Standards ________________________

____

Higher order thinking skills ____________________________

Process Skills ____________________________________

10. Present the learning activity and the scoring guide to the students. Allow enough time for students to complete the activity. Assess the competencies and standards using the scoring guide. Now evaluate how this learning activity worked to teach students the content knowledge, build their skill levels, challenge their critical thinking abilities, and reinforce habits of mind for life long learning?

Notes:

- Not all learning activities need to be critical thinking or performance-based. Lecture, memorization, recognition and application are relevant to many areas of content.
- Not all learning activities need to be assessed for a grade. Some activities may be used for practice or reinforcement of skills.
- Learning objectives and scoring criteria should be given to the students up front, so they are aware of instructor expectations and performance goals.

The questions and steps on this worksheet were adapted from procedures described in *Dimensions of Learning* by Robert J. Marzano, et al (1992).

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Exploratory Family and Consumer Sciences - Chart 1: Full-Year Course							
Course Rationale: *To assist Missouri citizens in preparing for success in family and career life, performance competencies in the Exploratory Family and Consumer Sciences course taught in Family and Consumer Sciences Education programs enable students to: a) construct meaning through interpreting individual and family values, needs, wants and goals; b) communicate effectively with family members and others impacting family life and career issues; solve problems impacting family and career life; d) make decisions that support and strengthen family and career life; and e) develop leadership skills for family, career and community life.*							
A. Exploring Personal Challenges							
1. Appraise personal values and goals	4.4	MA1; SS6	1.1.3, 1.1.5, 1.1.6, 1.2.8, 1.3.1, 2.2.1				
2. Identify personality characteristics	1.10, 2.3	SC3	1.2.1, 1.2.2				
3. Describe feelings and attitudes related to specific situations involving self concept	1.2, 1.4, 1.10, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7	CA1, CA4, CA6; HP2, HP5, HP6; SS6	6.2.3, 13.2.3				
4. Describe individual talents	1.10, 2.3	CA1, CA4, CA6; FA1	1.2.1				
5. Describe types of personal relationships with others	2.3	CA1, CA4, CA6; SS6	6.2.4, 13.1.1, 13.1.4, 13.1.5, 13.6.1				
6. Appraise ways to build relationships	4.3, 4.6	SS6	6.2.4, 13.1.1, 13.6.1				
7. Describe responsibilities in friendships	4.3	HP2	6.2.4, 13.1.1, 13.6.1				
8. Describe issues related to equity in roles and responsibilities	4.3, 4.6	SS6	1.1.4, 6.2.4, 13.1.3, 13.1.4, 13.1.5, 13.4.5				
9. Appraise own communication skills	2.1, 2.3, 2.5, 2.6, 2.7	CA1, CA4, CA5, CA6, CA7	1.2.3, 1.2.2, 1.2.4, 13.3.1, 13.3.3, 13.3.4, 13.3.6				
10. Distinguish between verbal and nonverbal communication	2.2, 2.6	CA5	1.2.2, 1.2.3, 1.2.4, 13.3.2				
11. Recognize the importance of social etiquette		SS6	1.2.2, 6.2.5, 13.2.5, 13.3.5				
12. Analyze procedures for personal decision making	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1	HP2, HP5, HP6, HP7	1.1.3, 1.1.6				
13. Appraise methods for group decision making in different situations	1.7, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.3, 4.7	HP5; SS6	1.2.4, 13.3.7				
14. Identify skills for managing stress and skills	4.5, 4.6, 4.7	HP2, HP5, HP6	13.1.5, 13.1.6, 13.4.3				
15. Identify leadership qualities and skills	4.3, 4.6	CA6; SS6	1.1.6, 1.2.6, 1.3.3				
16. Demonstrate leadership qualities and skills	1.8, 1.10, 2.1, 2.3, 2.6, 4.5, 4.6,	SS6	1.1.6, 1.2.6, 1.2.8, 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.7				
B. Exploring Resource Challenges							
1. Describe personal values, standards, resources, needs and wants	1.1, 1.2, 1.4, 1.8, 1.10, 3.3, 3.6, 4.1, 4.3, 4.4, 4.5, 4.7	CA1, CA4, CA6	1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 2.1.2, 2.2.1, 2.5.1				
2. Describe ways to use, trade and share personal resources	1.1, 2.5, 2.6, 2.7, 4.6	CA1, CA4, CA6; SS6	1.3.2, 2.1.1, 2.2.3, 2.4.1				
3. Create a plan to manage personal resources	1.1, 1.2, 1.4, 1.6,	CA1, CA3,	1.1.6, 1.3.2, 2.1.2, 2.2.3, 2.5.4				

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	1.7, 1.8. 1.10, 2.3. 3.1. 3.2. 3.3, 3.4, 3.5, 3.6. 3.7, 3.8, 4.1. 4.5	CA4. MA1. MA3					
4. Describe family values and resources	1.2. 1.7. 1.10. 2.3. 4.1. 4.4	CA1. CA4. CA6	1.1.2. 1.1.4, 1.3.1, 1.3.5, 2.1.1, 2.1.2, 2.2.3				
5. Develop a family budget	2.3, 3.1. 3.2. 3.3, 3.4, 3.5. 3.6. 3.7, 3.8. 4.1. 4.5, 4.6	CA1. CA3. CA4: MA1. MA3	2.1.1, 2.1.2, 2.5.4, 2.6.1, 2.6.2				
6. Identify sources of youth and family income	1.2, 1.8	MA1					
7. Develop an individual entrepreneurship plan	1.1, 1.7, 1.10, 2.2, 2.3. 2.6, 3.1, 3.2, 3.3. 3.4, 3.5, 3.6, 3.7. 3.8, 4.1,	CA1. CA3. CA4: MA1. MA3	1.1.1, 1.1.3, 1.1.4				
8. Identify future goals related to spending and saving	1.1, 1.2. 1.6. 1.8, 3.2, 3.3. 3.5. 3.8, 4.5	MA1	1.1.4, 1.1.5, 1.1.6, 2.1.2, 2.5.1				
9. Appraise ways to save money	1.1, 1.2. 1.8, 3.1, 3.2, 3.3. 3.4, 3.5, 3.6, 3.7. 3.8	MA1	2.1.2, 2.5.4				
10. Analyze advantages and disadvantages to credit	1.1, 1.2, 1.7, 1.8, 3.1, 3.2. 3.3, 3.5, 3.8, 4.1	MA1	2.1.2, 2.5.1, 2.6.2				
11. Analyze issues related to consumer practices	1.1, 1.2. 1.3, 1.4, 1.6, 1.7, 1.8, 1.10, 2.3. 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7. 3.8. 4.1,	CA3. MA3: SS4	1.1.1, 2.1.2, 2.2.3, 2.2.1, 2.3.3, 2.5.4, 2.6.2				
12. Compare product and service information	1.1, 1.2, 1.4. 2.7, 3.4, 3.8. 4.1, 4.2, 4.4	CA3: SS4	1.3.4, 2.1.2				
13. Identify options for obtaining goods and services	1.2, 1.7, 3.8. 4.1, 4.2, 4.3. 4.7	CA3; MA3	1.3.4, 1.3.5, 2.1.2, 2.5.3				
14. Investigate accompanying costs of products and services	1.1, 1.2, 1.3, 1.7, 1.8	MA1. MA3	1.3.5				
15. Identify services and regulations which protect consumers	1.2, 1.4. 1.7. 1.8, 2.2, 2.7, 4.7	SS4	2.2.4, 2.3.1, 2.5.3, 3.2.4, 3.2.5				
16. Describe consumer action for recourse and other responsibilities	1.7, 1.8, 2.1. 2.2, 2.3, 3.2. 3.3. 3.6, 3.7, 3.8, 4.1. 4.2, 4.3. 4.5. 4.7	CA1. CA3. CA4. CA6: MA1. MA3: SS1	2.2.4, 2.3.2, 2.3.3, 3.2.3				
17. Recognize advantages and disadvantages of convenience products	1.1, 1.2, 1.3, 1.7, 1.8, 1.10, 2.3, 2.7, 3.3, 3.8, 4.1, 4.7	MA1: SC8: SS4	2.2.2				
18. Analyze lifestyle, needs, values and goals related to housing	1.1,1.2,1.3,1.8,2.3,3.5,3.6,3.7,3.8, 4.1,4.6,4.7	MA1: SS5, SS6	1.1.3, 2.1.5, 2.6.3				
19. Analyze basic human needs met through housing	3.6, 4.7	HP2: SS6	1.1.3, 2.1.5				
20. Evaluate family tasks and adjustments related to moving	2.3, 3.1, 3.7, 4.1	HP2: SS6					
21. Appraise personal energy conservation techniques	3.1, 3.2, 3.3, 3.6, 3.8	SC1. SC5. SC8	2.1.5, 2.2.3, 3.4.3				
22. Appraise ways to recycle furnishings	1.2, 1.3, 1.4, 1.6, 2.3, 2.5. 3.3, 3.4, 3.8	FA2	2.1.5, 2.2.3				
23. Create room arrangements for a specific taste and lifestyle	1.2, 1.4	FA2: MA1	2.1.5				

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
C. Exploring Family Life Issues							
1. Appraise decision-making skills	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4	CA1	1.1.6, 1.2.1, 2.4.1				
2. Identify factors influencing family decisions	2.3, 3.1, 4.3, 4.6, 4.7	HP5: SS6	1.1.6, 2.4.1, 2.4.2, 2.6.1				
3. Analyze procedures for family decision making	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.3, 4.6, 4.7	HP5: SS6	1.1.6, 2.6.2				
4. Recognize individual differences in family members	2.3, 4.6	SS6	6.1.5, 13.1.1, 13.1.4				
5. Describe roles and responsibilities of family members over the life cycle	1.6, 1.9, 2.3, 3.6, 3.7, 4.3, 4.5, 4.6, 4.7	HP2: SS5	1.1.1, 1.1.2, 1.1.4, 6.1.1, 6.1.2, 6.1.6, 13.1.2, 13.2.4, 15.1.1				
6. Identify family strategies for balancing work and family responsibilities	1.10, 2.3, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 4.3, 4.5, 4.6, 4.7	HP2: SS6	1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.1.6, 1.3.2, 2.6.2, 6.1.5, 6.1.7, 13.1.6, 13.3.7				
7. Recognize individual differences in relationships	1.6, 2.3	CA7: SS5, SS6	6.1.5, 13.1.3, 13.1.4, 13.2.1				
8. Appraise methods for coping with family stress and crisis	2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.7, 3.8	HP2, HP3, HP5, HP6, HP7	2.6.1, 2.6.3, 13.1.5, 13.1.6, 13.4.3				
9. Describe roles of love and affection in family living	2.3, 4.7	HP2	6.1.5, 13.2.2				
10. Identify family support services	1.2, 1.4, 1.7, 3.6, 3.8	HP2: SS2	1.3.4, 1.3.5, 6.1.7, 13.4.6				
11. Describe choices related to lifestyle and parenting	1.1, 2.3, 3.6, 3.8	CA6: SS6	6.1.4, 6.1.6, 15.1.4				
12. Assess attitudes toward parenting	1.1, 1.7, 3.6, 3.8, 4.1	CA6: HP1, HP2, HP5	6.1.4, 15.1.2, 15.1.5				
13. Describe challenges and costs of adolescent parenthood	1.2, 1.3, 1.4, 1.7, 1.8	HP1, HP2, HP5; MA1, MA2, MA3	15.1.3				
14. Appraise personal attitudes toward children	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.3	SS6	12.1.1, 12.1.2, 12.2.4, 12.3.1				
15. Describe ways to guide intellectual, emotional, social and physical growth in children	1.2, 1.4, 1.7, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7	HP1, HP2, HP3, HP4, HP5, HP6	12.1.1, 12.1.2				
16. Classify developmental tasks and growth patterns of children	1.8, 2.3, 3.6, 3.7, 3.8, 4.7	HP1, HP2, HP3,HP4					
17. Evaluate the role of nurturance on growth and development in children	4.3, 4.6, 4.7	HP2, HP5					
18. Demonstrate management techniques for children's activities	2.2, 2.3, 3.1, 3.3, 3.6, 3.7, 3.8, 4.6, 4.7	HP2, HP3, HP4, HP5, HP6	12.1.1, 12.1.2, 12.3.1, 15.2.1				
19. Analyze role of parents and caregivers in toy selection and use	1.2, 1.3, 3.8, 4.7	HP1, HP4	15.2.1, 15.2.3				
20. Describe nutrition and hygiene needs of children	1.7, 2.3, 4.7	HP1, HP2, HP3, HP5, HP6					
21. List emergency procedures and treatment	3.6, 3.7, 3.8, 4.7	HP1, HP2, HP7					
22. Analyze safety of children's products	3.1, 3.4, 4.7	HP2, HP4, HP6					
23. Describe ways to share responsibilities of parenting among family members	4.3,4.6,4.7	HP2; SS6	2.3.1, 3.5.6				
24. Describe roles and responsibilities when caring for children	3.1, 3.3, 4.4, 4.7	HP2, HP3, HP5, HP6, HP7					
D. Exploring Health and Wellness							

1. Describe characteristics of health and wellness	1.5, 2.3, 4.7	CA3, CA5, HP2, HP4, HP5, HP6	14.1.1				
2. Describe characteristics of physical/mental/social health	1.5, 2.3, 4.7	CA3, CA5; HP1, HP2, HP5, HP6	14.1.1				
3. Recognize relationship of exercise and leisure to health	1.5, 2.3, 4.7	CA3, CA5, HP2, HP4	1.1.5, 2.1.6, 2.1.7, 14.1.1				
4. Distinguish between health fads and sound practitioners	1.5, 2.3, 3.3, 4.7	CA1, CA5, HP2, HP5	2.3.3, 2.4.2, 14.2.3				
5. Identify sources of health information for consumers	1.4, 1.5, 1.10, 2.7, 4.7	CA1, CA5; HP6	1.3.4, 2.1.6, 2.3.3, 2.4.2				
6. Identify health care providers	1.4	CA1, CA5; HP6	1.3.4, 2.1.6				
7. Identify skills for coping with stress	1.5, 3.2, 3.3, 3.6, 3.8, 4.7	CA1, CA5; HP2	13.1.6, 13.4.4, 15.2.4				
8. Differentiate between substance use and abuse	1.2, 1.5, 2.1, 2.3, 3.2, 3.3, 3.6	CA3, CA5; HP5	13.1.3				
9. Demonstrate assertive refusal skills	2.1, 2.3, 3.2, 3.3, 4.3, 4.7	CA1, CA2, CA5, HP5	13.1.5, 13.3.3, 13.4.3, 13.4.4, 13.4.5				
10. Identify reproductive anatomy and physiology	1.5, 3.5	CA3, CA5; HP1; SC3					
11. Distinguish between myth and fact related to human reproduction	1.5, 2.1, 3.1	CA3, CA5; HP1; SC3					
12. Identify physical and emotional risks associated with adolescent sexual activity	1.5, 2.3, 3.1, 3.2, 3.3, 3.6, 3.8, 4.3	CA3, CA5; HP2, HP5					
13. Recognize the importance of abstinence related to adolescent sexual activity	1.5, 2.3, 3.1, 3.2, 3.3, 3.6, 3.8, 4.3	CA3, CA5; HP2, HP5					
14. Compare communicable and noncommunicable diseases	1.5, 4.7	CA3, CA5; HP3	14.4.1, 14.4.5				
15. Suggest methods of disease control	1.5, 1.10, 2.3, 3.2, 3.8, 4.3, 4.6, 4.7	CA3, CA5; HP3	1.3.5, 2.4.3, 14.4.1, 14.4.5				
16. Recognize individual differences in growth and development	1.5, 1.6	CA3, CA5; HP1, HP2, HP4; SC3	12.2.1, 12.2.2				
17. Select and use personal hygiene products	1.5, 4.7	CA3, CA5; HP2					
18. Evaluate desirable qualities of dating partners	1.5, 2.3, 3.1, 3.2, 3.8	CA3, CA5, CA6					
19. Describe choices related to becoming a parent	1.5, 2.3, 3.1, 3.2, 3.8	CA3, CA5, CA6, HP5	1.1.2, 1.1.4, 1.1.6				
20. Describe accident/injury prevention strategies	1.5, 2.1, 3.1, 3.2, 3.6, 3.7	CA3, CA5; HP2, HP5	1.2.7, 1.3.4, 1.3.5				
E. Exploring Nutrition Choices							
1. Evaluate food preferences	2.3	HP2	14.1.2, 14.1.3, 14.1.4				
2. Identify recommended guidelines for nutrition	1.4	HP2	2.1.3, 14.2.1				
3. Determine personal caloric needs	2.7	HP2	2.1.3				
4. Select food sources of nutrients	1.2, 1.4, 1.10	HP2	2.1.3, 14.2.1, 14.3.1				
5. Evaluate meals and snacks	1.2, 1.3, 3.1, 4.4	CA2, CA3, CA4, CA5, CA6, CA7	2.1.3, 14.3.1				
6. Identify factors influencing dietary needs	1.8	CA2, CA3, CA4, CA5, CA6, CA7; HP2	2.1.3, 14.3.2				

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MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
7. Analyze methods of weight control	1.2, 1.10, 4.5, 4.7	HP4	2.1.3, 14.3.2				
8. Analyze nutrition labeling	1.2	HP2, HP6	2.3.1, 3.5.6, 14.1.5, 14.2.4				
9. Determine cost of convenience foods	2.2, 3.7, 3.8	MA1	2.1.2				
10. Analyze food advertisements	4.4	HP6	2.3.1, 2.4.2				
11. Identify basic food preparation techniques	1.8, 2.1, 2.7	SC8					
12. Use recipe information	1.6, 1.7, 1.8, 2.2, 2.3	CA4, CA5, CA6; MA1, MA2	14.3.3				
13. Demonstrate proper food preparation techniques	2.1, 2.3, 2.7	CA6	14.3.3, 14.4.1				
14. Prepare simple foods and snacks	2.5	CA3	14.3.3				
15. Use safe food storage and preparation methods	2.5, 4.7	CA6	2.1.3, 2.4.2, 2.4.3, 14.3.3, 14.4.1				
16. Plan meals and snacks according to available resources	1.7	SS2	1.1.2, 1.1.4, 14.3.3				
17. Recognize the importance of mealtime etiquette	1.2, 1.3	SS6					
18. Apply rules of mealtime etiquette	1.2, 1.6, 1.9	CA7					
F. Exploring Clothing Decisions							
1. Determine values/needs/wants related to wardrobe	1.2, 1.2, 1.6, 2.1, 2.2	CA1, CA5, CA6	1.1.1, 2.1.4, 2.4.2				
2. Identify lifestyle and preferences affecting clothing choices	1.1, 1.2, 1.6, 2.1, 2.2	CA1, CA5, CA6; SS4, SS6	1.1.1, 1.1.2, 2.1.4, 2.4.2, 3.1.1				
3. Inventory clothing and accessories	1.1, 1.2, 1.3, 3.4	CA4					
4. Plan wardrobe additions, deletions and adaptations	1.1, 1.2, 1.3, 1.5, 3.4, 3.6	CA4; MA1	2.1.4				
5. Recognize factors influencing clothing purchases	1.1, 1.5, 1.6, 1.7, 3.5, 3.8	CA4, CA5; MA1	1.2.2, 1.2.8, 2.1.4, 2.4.2				
6. Compare price/quality/care of clothing	1.1, 1.5, 1.6, 1.7, 3.5, 3.8	CA4, CA6; MA1	1.14, 2.1.4, 2.4.3				
7. Determine appropriate clothing care procedures	1.5, 1.6, 2.1	CA4, CA6	2.1.4, 12.4.3, 16.2.5				
8. Describe ways to recycle clothing	1.1, 3.8	CA4, CA6	2.1.4, 2.2.3				
9. Describe clothing storage methods	1.1, 1.5, 1.6, 1.7, 3.8	CA1, CA4, CA6	2.1.4				
10. Identify basic equipment	1.1	CA1, CA4, CA6	16.4.1				
11. Recognize clothing construction procedures	1.1, 1.5, 1.6, 1.7, 3.8	CA4, CA6	2.1.4				
12. Demonstrate clothing construction safety procedures	2.2, 4.4	CA1, CA4, CA6					
13. Demonstrate basic clothing repair skills	2.2	CA1, CA4, CA6	2.1.4				
14. Demonstrate basic clothing construction skills	2.2	CA4, CA6					
G. Exploring Career Awareness							
1. Describe personal qualities and training required	1.1, 1.2, 1.3, 1.4, 1.10	CA1; SC3	1.1.1, 1.1.2, 1.2.1, 3.1.1, 3.1.3, 4.1.3, 7.1.3, 8.1.3, 9.1.3, 11.1.3				
2. Identify careers	1.2, 1.3, 1.4, 1.7, 1.10, 4.8	CA1, CA3, CA4, CA6, CA7; FA4; HP6; SS6	1.2.1, 4.1.1, 7.1.1, 8.1.1, 9.1.1, 11.1.1				
3. Investigate working conditions and income of specific careers	1.1, 1.2, 1.8, 4.8	CA1, CA4, CA5; MA1; SS4	1.1.1, 1.1.2, 1.1.3, 1.2.5, 3.1.2, 4.1.2, 7.1.2, 8.1.2, 9.1.2, 11.1.1				
4. Describe advantages and disadvantages of owning a home-based business	1.2	CA1; SS4	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 2.6.1				
5. Assess personal skills and resources to be an entrepreneur	1.1, 1.2, 1.3, 1.4, 1.10, 4.8	CA1, CA3, SS3	1.2.1, 2.6.1, 2.6.2, 3.1.2, 4.1.2, 7.1.2, 8.1.2, 9.1.2, 11.1.2				

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6. Compare advantages and disadvantages of owning a business and working for an employer	1.2, 1.8, 1.9, 3.6, 4.1	CA1, CA3, SS4	1.1.1, 1.1.4, 1.1.2, 1.1.3				
7. Identify skills for balancing work and family responsibilities	1.10, 2.3, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 4.3, 4.5, 4.6, 4.7	HP2, SS6	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.3.2, 2.1.1, 2.6.1				
8. Describe the influence of technology on career choices	1.2, 1.3, 1.4, 1.8	HP6, SC8	1.1.1, 1.1.2, 1.2.5, 2.4.3				

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MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Exploratory Family and Consumer Sciences - Chart 2: Semester Course							
A. Exploring Personal Challenges							
1. Appraise personal values and goals	4.4	MA1; SS6	1.1.3, 1.1.5, 1.1.6, 1.2.8, 1.3.1, 2.2.1				
2. Identify personality characteristics	1.10, 2.3	SC3	1.2.1				
3. Describe feelings and attitudes related to specific situations involving self concept	1.2, 1.4, 1.10, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7	CA1, CA4, CA6; HP2, HP5, HP6; SS6	6.2.3, 13.2.3				
4. Describe individual talents	1.10, 2.3	CA1, CA4, CA6; FA1	1.2.1				
5. Describe types of personal relationships with others	2.3	CA1, CA4, CA6; SS6	6.2.4, 13.1.1, 13.1.4, 13.1.5, 13.6.1				
7. Describe responsibilities in friendships	4.3	HP2	6.2.4, 13.1.1, 13.6.1				
9. Appraise own communication skills	2.1, 2.3, 2.5, 2.6, 2.7	CA1, CA4, CA5, CA6, CA7	1.2.3, 1.2.2, 1.2.4, 13.3.1, 13.3.3, 13.3.4, 13.3.6				
10. Distinguish between verbal and nonverbal communication	2.2, 2.6	CA5	1.2.3, 1.2.4, 1.2.2, 13.3.2				
12. Analyze procedures for personal decision making	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1	HP2, HP5, HP6, HP7	1.1.3, 1.1.6				
15. Identify leadership qualities and skills	4.3, 4.6	CA6; SS6	1.1.6, 1.2.6, 1.3.3				
16. Demonstrate leadership qualities and skills	1.8, 1.10, 2.1, 2.3, 2.6, 4.5, 4.6, 4.7	SS6	1.1.6, 1.2.6, 1.2.8, 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.7				
B. Exploring Resource Challenges							
1. Describe personal values, standards, resources, needs and wants	1.1, 1.2, 1.4, 1.8, 1.10, 3.3, 3.6, 4.1, 4.3, 4.4, 4.5, 4.7	CA1, CA4, CA6	1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 2.1.2, 2.2.1, 2.5.1				
2. Describe ways to use, trade and share personal resources	1.1, 2.5, 2.6, 2.7, 4.6	CA1, CA4, CA6; SS6	1.3.2, 2.1.1, 2.2.3, 2.4.1				
3. Create a plan to manage personal resources	1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 1.10, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.5	CA1, CA3, CA6; SS6	1.1.6, 1.3.2, 2.1.2, 2.2.3, 2.5.4				
4. Describe family values and resources	1.2, 1.7, 1.10, 2.3, 4.1, 4.4	CA1, CA4, CA6	1.1.3, 1.1.4, 1.3.1, 1.3.5, 2.1.1, 2.1.2, 2.2.3				
6. Identify sources of youth and family income	1.2, 1.8	MA1					
8. Identify future goals related to spending and saving	1.1, 1.2, 1.6, 1.8, 3.2, 3.3, 3.5, 3.8, 4.5	MA1	1.1.4, 1.1.5, 1.1.6, 2.1.2, 2.5.1				
9. Appraise ways to save money	1.1, 1.2, 1.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	MA1	2.1.2, 2.5.4				
10. Analyze advantages and disadvantages to credit	1.1, 1.2, 1.7, 1.8, 3.1, 3.2, 3.3, 3.5, 3.8, 4.1	MA1	2.1.2, 2.5.1, 2.6.2				
11. Analyze issues related to consumer practices	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.10, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5,	CA3; MA3; SS4	1.1.1, 2.1.2, 2.2.3, 2.2.1, 2.3.3, 2.5.4, 2.6.2				

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	3.6, 3.7, 3.8, 4.1,						
13. Identify options for obtaining goods and services	1.2, 1.7, 3.8, 4.1, 4.2, 4.3, 4.7	CA3; MA3	1.3.4, 1.3.5, 2.1.2, 2.5.3				
16. Describe consumer action for recourse and other responsibilities	1.7, 1.8, 2.1, 2.2, 2.3, 3.2, 3.3, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.5, 4.7	CA1, CA3, CA4, CA6; MA1, MA3; SS1	2.2.4, 2.3.2, 2.3.3, 3.2.3				
17. Recognize advantages and disadvantages of convenience products	1.1, 1.2, 1.3, 1.7, 1.8, 1.10, 2.3, 2.7, 3.3, 3.8, 4.1, 4.7	MA1; SC8; SS4	2.2.2				
18. Analyze lifestyle, needs, values and goals related to housing	1.1, 1.2, 1.3, 1.8, 2.3, 3.5, 3.6, 3.7, 3.8, 4.1, 4.6, 4.7	MA1; SS5, SS6	1.1.13, 2.1.5, 2.6.3				
19. Analyze basic human needs met through housing	3.6, 4.7	HP2; SS6	2.1.5				
20. Evaluate family tasks and adjustments related to moving	2.3, 3.1, 3.7, 4.1	HP2; SS6					
21. Appraise personal energy conservation techniques	3.1, 3.2, 3.3, 3.6, 3.8	SC1, SC5, SC8	2.1.5, 2.2.3, 3.4.3				
C. Exploring Family Life Issues							
1. Appraise decision-making skills	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4	CA1	1.1.6, 1.2.1, 2.4.1				
2. Identify factors influencing family decisions	2.3, 3.1, 4.3, 4.6, 4.7	HP5, SS6	1.1.6, 2.4.2, 2.4.1, 2.6.1				
4. Recognize individual differences in family members	2.3, 4.6	SS6	6.1.5, 13.1.1, 13.1.4				
5. Describe roles and responsibilities of family members over the life cycle	1.6, 1.9, 2.3, 3.6, 3.7, 4.3, 4.5, 4.6, 4.7	HP2; SS5	1.1.1, 1.1.2, 1.1.4, 6.1.1, 6.1.2, 6.1.6, 13.1.2, 13.2.4, 15.1.1				
7. Recognize individual differences in relationships	1.6, 2.3	CA7; SS5, SS6	6.1.5, 13.1.1, 13.1.4, 13.2.1				
8. Appraise methods for coping with family stress and crisis	2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.7, 3.8	HP2, HP3, HP5, HP6, HP7	2.6.1, 2.6.3, 13.1.5, 13.1.6, 13.4.3				
9. Describe roles of love and affection in family living	2.3, 4.7	HP2	6.1.5, 13.2.2				
12. Assess attitudes toward parenting	1.1, 1.7, 3.6, 3.8, 4.1	CA6; HP1, HP2, HP5	6.1.4, 15.1.2, 15.1.5				
13. Describe challenges and costs of adolescent parenthood	1.2, 1.3, 1.4, 1.7, 1.8	HP1, HP2, HP5; MA1, MA2, MA3	15.1.3				
14. Appraise personal attitudes toward children	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.3	SS6					
15. Describe ways to guide intellectual, emotional, social and physical growth in children	1.2, 1.4, 1.7, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7	HP1, HP2, HP3, HP4, HP5, HP6	12.1.1, 12.1.2, 12..2.4, 12.3.1				
16. Classify developmental tasks and growth patterns of children	1.8, 2.3, 3.6, 3.7, 3.8, 4.7	HP1, HP2, HP3, HP4	12.1.1, 12.1.2				
17. Evaluate the role of nurturance on growth and development in children	4.3, 4.6, 4.7	HP2, HP5	12.1.1, 12.1.2, 12.3.1, 15.2.1				
20. Describe nutrition and hygiene needs of children	1.7, 2.3, 4.7	HP1, HP2, HP3, HP5, HP6					
21. List emergency procedures and treatment	3.6, 3.7, 3.8, 4.7	HP1, HP2, HP7					
22. Analyze safety of children's products	3.1, 3.4, 4.7	HP2, HP4, HP6	2.3.1, 3.5.6				

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
24. Describe roles and responsibilities when caring for children	3.1, 3.3, 4.4, 4.7	HP2, HP3, HP5, HP6, HP7	15.2.4, 15.2.5				
D. Exploring Health and Wellness							
1. Describe characteristics of health and wellness	1.5, 2.3, 4.7	CA3, CA5; HP1, HP2, HP5	14.1.1				
2. Describe characteristics of physical/mental/social health	1.5, 2.3, 4.7	CA3, CA5; HP1, HP2, HP5, HP6	14.1.1				
3. Recognize relationship of exercise and leisure to health	1.5, 2.3, 4.7	CA3, CA5; HP2, HP4	1.1.5, 2.1.6, 2.1.7, 14.1.1				
7. Identify skills for coping with stress	1.5, 3.2, 3.3, 3.6, 3.8, 4.7	CA1, CA5; HP2	13.1.6, 13.4.4, 15.2.4				
8. Differentiate between substance use and abuse	1.2, 1.5, 2.1, 2.3, 3.2, 3.3, 3.6	CA3, CA5; HP5	13.1.3				
9. Demonstrate assertive refusal skills	2.1, 2.3, 3.2, 3.3, 4.3, 4.7	CA1, CA3, CA5; HP5	13.1.5, 13.3.3, 13.4.3, 13.4.4, 13.4.5				
10. Identify reproductive anatomy and physiology	1.5, 3.5	CA3, CA5; HP1; SC3					
11. Distinguish between myth and fact related to human reproduction	1.5, 2.1, 3.1	CA3, CA5; HP1; SC3					
12. Identify physical and emotional risks associated with adolescent sexual activity	1.5, 2.3, 3.1, 3.2, 3.3, 3.6, 3.8, 4.3	CA3, CA5; HP2, HP5					
13. Recognize the importance of abstinence related to adolescent sexual activity	1.5, 2.3, 3.1, 3.2, 3.3, 3.6, 3.8, 4.3	CA3, CA5; HP2, HP5					
14. Compare communicable and noncommunicable diseases	1.5, 4.7	CA3, CA5; HP3	14.4.1, 14.4.5				
16. Recognize individual differences in growth and development	1.5, 1.6	CA3, CA5; HP1, HP2, HP4; SC3	12.2.1, 12.2.2				
17. Select and use personal hygiene products	1.5, 4.7	CA3, CA5; HP2					
18. Evaluate desirable qualities of dating partners	1.5, 2.3, 3.1, 3.2, 3.8	CA3, CA5, CA6					
19. Describe choices related to becoming a parent	1.5, 2.3, 3.1, 3.2, 3.8	CA3, CA5, CA6; HP5	1.1.2, 1.1.4, 1.1.6				
E. Exploring Nutrition Choices							
1. Evaluate food preferences	2.3	HP2	14.1.2, 14.1.3, 14.1.4				
2. Identify recommended guidelines for nutrition	1.4	HP2	2.1.3, 14.2.1				
3. Determine personal caloric needs	2.7	HP2	2.1.3				
4. Select food sources of nutrients	1.2, 1.4, 1.10	HP2	2.1.3, 14.2.1, 14.3.1				
5. Evaluate meals and snacks	1.2, 1.3, 3.1, 4.4	CA2, CA3, CA4, CA5, CA6, CA7	2.1.3, 14.3.1				
8. Analyze nutrition labeling	1.2	HP2, HP6	2.3.1, 3.5.6, 14.1.5, 14.2.4				
11. Identify basic food preparation techniques	1.8, 2.1, 2.7	SC8					
12. Use recipe information	1.6, 1.7, 1.8, 2.2, 2.3	CA4, CA5, CA6, MA1, MA2	14.3.3				
13. Demonstrate proper food preparation techniques	2.1, 2.3, 2.7	CA6	14.3.3, 14.4.1				
14. Prepare simple foods and snacks	2.5	CA3	14.3.3				
15. Use safe food storage and preparation methods	2.5, 4.7	CA6	2.1.3, 2.4.3, 2.4.2, 14.3.3, 14.4.1				
17. Recognize the importance of mealtime etiquette	1.2, 1.3	SS6					
F. Exploring Clothing Decisions							

1. Determine values/needs/wants related to wardrobe	1.1, 1.2, 1.6, 2.1, 2.2	CA1, CA5, CA6	1.1.1, 2.1.4, 2.4.2				
2. Identify lifestyle and preferences affecting clothing choices	1.1, 1.2, 1.6, 2.1, 2.2	CA1, CA5, CA6; SS4, SS6	1.1.1, 1.1.2, 2.4.2, 3.1.1				
3. Inventory clothing and accessories	1.1, 1.2, 1.3, 3.4	CA4					
4. Plan wardrobe additions, deletions and adaptations	1.1, 1.2, 1.3, 1.5, 3.4, 3.6	CA4; MA1	2.1.4				
5. Recognize factors influencing clothing purchases	1.1, 1.5, 1.6, 1.7, 3.5, 3.8	CA4, CA5; MA1	1.2.2, 1.2.8, 2.1.4, 2.4.2				
7. Determine appropriate clothing care procedures	1.5, 1.6, 2.1	CA4, CA6	2.1.4, 2.4.3, 16.2.5				
9. Describe clothing storage methods	1.1, 1.5, 1.6, 1.7, 3.8	CA1, CA4, CA6	2.1.4				
10. Identify basic equipment	1.1	CA1, CA4, CA6	16.4.1				
11. Recognize clothing construction procedures	1.1, 1.5, 1.6, 1.7, 3.8	CA4, CA6	2.1.4				
12. Demonstrate clothing construction safety procedures	2.2, 4.4	CA1, CA4, CA6					
13. Demonstrate basic clothing repair skills	2.2	CA1, CA4, CA6	2.1.4				

G. Exploring Career Awareness

1. Describe personal qualities and training required	1.1, 1.2, 1.3, 1.4, 1.10	CA1; SC3	1.1.1, 1.1.2, 1.2.1, 3.1.1, 3.1.3, 4.1.3, 7.1.3, 8.1.3, 9.1.3, 11.1.3				
2. Identify careers	1.2, 1.3, 1.4, 1.7, 1.10, 4.8	CA1, CA3, CA4, CA6, CA7; FA4; HP6; SS6	1.2.1, 4.1.1, 7.1.1, 8.1.1, 9.1.1, 11.1.1				
7. Identify skills for balancing work and family responsibilities	1.10, 2.3, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 4.3, 4.5, 4.6, 4.7	HP2; AA6	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.3.2, 2.1.1, 2.6.1				
8. Describe the influence of technology on career choices	1.2, 1.3, 1.4, 1.8		1.1.1, 1.1.2, 1.2.5, 2.4.3				

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Com
Exploratory Family and Consumer Sciences - Chart 3: 5-9 Week Course							
A. Exploring Personal Challenges							
1. Appraise personal values and goals	4.4	MA1, SS6	1.1.3, 1.1.5, 1.1.6, 1.2.8, 1.3.1, 2.2.1				
2. Identify personality characteristics	1.10, 2.3	SC3	1.2.1				
4. Describe individual talents	1.10, 2.3	CA1, CA4, CA6, FA1	1.2.1				
9. Appraise own communication skills	2.1, 2.3, 2.5, 2.6, 2.7	CA1, CA4, CA5, CA6, CA7	1.2.3, 1.2.2, 1.2.4, 13.3.1, 13.3.3, 13.3.4, 13.3.6				
12. Analyze procedures for personal decision making	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1	HP2, HP5, HP6, HP7	1.1.3, 1.1.6				
15. Identify leadership qualities and skills	4.3, 4.6	CA6, SS6	1.1.6, 1.2.6, 1.3.3				
B. Exploring Resource Challenges							
1. Describe personal values, standards, resources, needs and wants	1.1, 1.2, 1.4, 1.8, 1.10, 3.3, 3.6, 4.1, 4.3, 4.4, 4.5, 4.7	CA1, CA4, CA6	1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 2.1.2, 2.2.1, 2.5.1				
2. Describe ways to use, trade and share personal resources	1.1, 2.5, 2.6, 2.7, 4.6	CA1, CA4, CA6; SS6	1.3.2, 2.1.1, 2.2.3, 2.4.1				
3. Create a plan to manage personal resources	1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 1.10, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.5	CA1, CA3, CA4; MA1, MA3	1.1.6, 1.3.2, 2.1.2, 2.2.3, 2.5.4				
8. Identify future goals related to spending and saving	1.1, 1.2, 1.6, 1.8, 3.2, 3.3, 3.5, 3.8, 4.5	MA1	1.1.4, 1.1.5, 1.1.6, 2.1.2, 2.5.1				
9. Appraise ways to save money	1.1, 1.2, 1.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	MA1	2.1.2, 2.5.4				
11. Analyze issues related to consumer practices	1.1, 1.2, 1.3, 1.4, 1.6, .7, 1.8, 1.10, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.7	CA3; MA3; SS4	1.1.1, 2.1.2, 2.2.3, 2.2.1, 2.3.3, 2.5.4, 2.6.2				
18. Analyze lifestyle, needs, values and goals related to housing	1.1, 1.2, 1.3, 1.8, 2.3, 3.5, 3.6, 3.7, 3.8, 4.1, 4.6, 4.7	MA1; SS5, SS6	1.1.3, 2.1.5, 2.6.3				
19 Analyze basic human needs met through housing	3.6, 4.7	HP2; SS6	2.1.5				
20. Evaluate family tasks and adjustments related to moving	2.3, 3.1, 3.7, 4.1	HP2; SS6					
21. Appraise personal energy conservation techniques	3.14, 3.2, 3.3, 3.6, 3.8	SC1, SC5, SC8	2.1.5, 2.2.3, 3.4.3				
C. Exploring Family Life Issues							
1 Appraise decision-making skills	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4	CA1	1.1.6				
4. Recognize individual differences in family members	2.3, 4.6	SS6	6.1.5, 13.1.1, 13.1.4				
9. Describe roles of love and affection in family living	2.3, 4.7	HP2	6.1.5, 13.2.2				
13. Describe challenges and costs of adolescent parenthood	1.2, 1.3, 1.4, 1.7, 1.8	HP1, HP2, HP5; MA1, MA2, MA3	15.1.3				

15. Describe ways to guide intellectual, emotional, social and physical growth in children	1.2, 1.4, 1.7, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7	HP1, HP2, HP3, HP4, HP5, HP6	12.1.1, 12.1.2, 12.2.4, 12.3.1				
16. Classify developmental tasks and growth patterns of children	1.8, 2.3, 3.6, 3.7, 3.8, 4.7	HP1, HP2, HP3, HP4	12.1.1, 12.1.2				
17. Evaluate the role of nurturance on growth and development in children	4.3, 4.6, 4.7	HP2, HP5	12.1.1, 12.1.2, 12.3.1, 15.2.1				
20. Describe nutrition and hygiene needs of children	1.7, 2.3, 4.7	HP1, HP2, HP3, HP5, HP6					
21. List emergency procedures and treatment	3.6, 3.7, 3.8, 4.7	HP1, HP2, HP7					
22. Analyze safety of children's products	3.1, 3.4, 4.7	HP2, HP4, HP6	2.3.1, 3.5.6				
D. Exploring Health and Wellness							
1. Describe characteristics of health and wellness	1.5, 2.3, 4.7	CA3, CA5, HP2, HP4, HP5, HP6	14.1.1				
2. Describe characteristics of physical, mental, social health	1.5, 2.3, 4.7	CA3, CA5, HP1, HP2, HP5	14.1.1				
7. Identify skills for coping with stress	1.5, 3.2, 3.3, 3.6, 3.8, 4.7	CA1, CA5, HP2	13.1.6, 13.4.4, 15.2.4				
8. Differentiate between substance use and abuse	1.2, 1.5, 2.1, 2.3, 3.2, 3.3, 3.6	CA3, CA5, HP5	13.1.3				
9. Demonstrate assertive refusal skills	2.1, 2.3, 3.2, 3.3, 4.3, 4.7	CA1, CA3, CA5, HP5	13.1.5, 13.3.3, 13.4.3, 13.4.4, 13.4.5				
12. Identify physical and emotional risks associated with adolescent sexual activity	1.5, 2.3, 3.1, 3.2, 3.3, 3.6, 3.8, 4.3	CA3, CA5, HP2, HP5					
13. Recognize the importance of abstinence related to adolescent sexual activity	1.5, 2.3, 3.1, 3.2, 3.3, 3.6, 3.8, 4.3	CA3, CA5, HP2, HP5					
16. Recognize individual differences in growth and development	1.5, 1.6	CA3, CA5, HP1, HP2, HP4, SC3	12.2.1, 12.2.2				
17. Select and use personal hygiene products	1.5, 4.7	CA3, CA5, HP2					
19. Describe choices related to becoming a parent	1.5, 2.3, 3.1, 3.2, 3.8	CA3, CA5, CA6, HP5	1.1.2, 1.1.4, 1.1.6				
E. Exploring Nutrition Choices							
1. Evaluate food preferences	2.3	HP2	14.1.2, 14.1.3, 14.1.4				
2. Identify recommended guidelines for nutrition	1.4	HP2	2.1.3, 14.2.1				
5. Evaluate meals and snacks	1.2, 1.3, 3.1, 4.4	CA2, CA3, CA4, CA5, CA6, CA7	2.1.3, 14.3.1				
11. Identify basic food preparation techniques	1.8, 2.1, 2.7	SC8					
12. Use recipe information	1.6, 1.7, 1.8, 2.2, 2.3	CA4, CA5, CA6, MA1, MA2	14.3.3				
13. Demonstrate proper food preparation techniques	2.1, 2.3, 2.7	CA6	14.3.3, 14.4.1				
14. Prepare simple foods and snacks	2.4	CA3	14.3.3				
15. Use safe food storage and preparation methods	2.5, 4.7	CA6	2.1.3, 2.4.3, 2.4.2, 14.3.3, 14.4.1				
17. Recognize the importance of mealtime etiquette	1.2, 1.3	SS6					

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MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Co
F. Exploring Clothing Decisions							
1. Determine values/needs/wants related to wardrobe	1.1, 1.2, 1.6, 2.1, 2.2	CA1, CA5, CA6	1.1.1, 2.1.4, 2.4.2				
2. Identify lifestyle and preferences affecting clothing choices	1.1, 1.2, 1.6, 2.1, 2.2	CA1, CA5, CA6, SS4, SS6	1.1.1, 1.1.2, 2.1.4, 2.4.2, 3.1.1				
5. Recognize factors influencing clothing purchases	1.1, 1.5, 1.6, 1.7, 3.5, 3.8	CA4, CA5; MA1	1.2.2, 1.2.8, 2.1.4, 2.4.2				
7. Determine appropriate clothing care procedures	1.5, 1.6, 2.1	CA4, CA6	2.1.4, 2.4.3, 16.2.5				
10. Identify basic equipment	1.1	CA1, CA4, CA6	16.4.1				
12. Demonstrate clothing construction safety procedures	2.2, 4.4	CA1, CA4, CA6					
13. Demonstrate basic clothing repair skills	2.2	CA1, CA4, CA6	2.1.4				
G. Exploring Career Awareness							
2. Identify careers	1.2, 1.3, 1.4, 1.7, 1.10, 4.8	CA1, CA3, CA4, CA6, CA7; FA4; HP6; SS6	1.2.1, 4.1.1, 7.1.1, 8.1.1, 9.1.1, 11.1.1				
8. Describe the influence of technology on career choices	1.2, 1.3, 1.4, 1.8	HP6; SC8	1.1.1, 1.1.2, 1.2.5, 2.4.3				

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Family Living and Parenthood							
Course Rationale: *To assist Missouri citizens in creating stable families, performance competencies in the Family Living and Parenthood course taught in Family and Consumer Sciences Education programs enable students to a) construct meaning by interpreting the nature, function and significance of human relationships; b) communicate effectively with family members and agencies that provide family related products and services; solve problems based upon the developmental needs of individuals; and d) make decisions that strengthen and maintain family relationships, prepare individuals for marriage and parenthood and reduce disruptive conditions that destabilize families.*							
A. Assuming Leadership Roles as Responsible Family Members and Citizens							
1. Utilize FCCLA program(s) to address family living and parenthood issues	1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8	CA1, CA3, CA4, CA5, CA6; HP2, HP5, HP6, HP7; MA3; SC8; SS4, SS6, SS7	1.1.5, 1.1.6, 1.2.3, 1.2.6, 2.2.1, 2.2.2, 6.1.3, 6.1.6, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 7.1.4, 7.3.1, 7.4.1, 7.5.6, 12.3.3, 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.6, 13.5.7, 15.2.2	B13	3		0.0.4
2. Utilize leadership qualities and skills for problem solving	1.1, 1.2, 1.3, 1.5, 1.8, 1.10, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.8	CA1, CA3, CA6; SC8; SS6	1.2.2, 1.2.6, 2.1.1, 2.2.1, 2.2.2, 6.1.3, 6.1.6, 6.2.1, 6.2.2, 6.2.4, 6.2.5, 7.2.5, 7.5.1, 13.1.1, 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.6, 13.5.7, 15.1.3	D5	2, 3		0.0.2, 0.0.4
B. Developing a Positive Self-Concept							
1. Evaluate personal needs, wants, values and short- and long-term goals	1.2, 4.5		1.1.5, 1.1.6, 1.2.1, 2.1.2, 2.5.1, 6.1.5, 6.2.1, 6.2.2, 12.3.1, 13.1.1, 13.1.3, 13.1.4, 13.2.1, 13.2.2, 13.2.3, 13.2.5, 15.1.2, 15.1.3, 15.1.4		3		1.0.1, 1.0.4, 3.0.1
2. Examine factors influencing personality development	1.2, 1.9	SC3	1.1.1, 1.2.1, 6.1.2, 6.1.5, 6.2.1, 6.2.2, 6.2.3, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.3.2, 12.3.3, 13.1.1, 13.1.3, 13.1.4, 13.2.1, 13.6.2, 15.1.2, 15.1.3, 15.1.4,		3		1.0.1, 1.0.2
3. Analyze the effects of values on personal thoughts, attitudes, actions and life roles	1.2, 1.3, 1.6	SS6	1.2.1, 6.1.4, 6.1.5, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 7.5.1, 7.5.4, 12.2.2, 12.2.4, 12.3.1, 13.1.1, 13.1.2, 13.1.3, 13.1.4, 13.2.1, 13.2.2, 13.2.3, 13.2.5, 13.4.1, 13.6.2, 15.1.1, 15.1.2, 15.1.3, 15.1.4		3		
4. Determine methods for setting priorities	1.1, 1.2, 1.5, 1.8, 2.3, 2.6, 2.7, 3.1, 4.4, 4.5	CA6	2.1.1, 6.1.6, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 7.5.3, 13.1.4, 13.5.5, 13.6.2, 15.1.1, 15.1.2, 15.1.3, 15.1.4		3		0.0.2
5. Identify strategies for promoting responsible behaviors	1.7, 4.2, 4.3, 4.4, 4.7	HP2	1.1.1, 1.2.4, 1.3.1, 6.1.4, 6.1.5, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 12.1.1, 12.1.2, 12.3.1, 13.1.3, 13.1.4, 13.1.5, 13.4.1, 13.6.2, 13.6.4, 15.1.2, 15.1.3, 15.1.4, 15.2.1, 15.2.4		3		0.0.1, 5.0.3, 6.0.6
6. Evaluate personal problem-solving and decision-making skills	1.2, 3.1, 3.3, 3.4, 3.6, 4.1, 4.5		1.2.1, 1.2.4, 6.1.5, 6.2.1, 6.2.3, 6.2.4, 7.5.3, 13.1.1, 13.1.3, 13.1.4, 13.1.5, 13.4.3, 13.5.7, 13.6.2, 15.1.2, 15.1.3		3	A1	0.0.2, 1.0.7, 5.0.2, 5.0.4
C. Demonstrating Effective Communication Skills Among Family, Peers and Others							
1. Create communications using a variety of methods, forms and technologies	2.1, 2.2, 2.7, 3.3, 3.6, 4.5	CA1, CA4, CA6; FA1	1.2.3, 6.1.1, 6.1.2, 6.1.5, 6.2.1, 6.2.2, 6.2.4, 7.3.1, 7.5.7, 12.3.1, 13.1.4, 13.3.1,	D3, D4	2, 5	G1	1.0.5, 5.0.5

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			13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.6, 13.3.7, 15.1.4, 15.2.2				
2. Evaluate interpersonal communication techniques	1.5, 2.3	CA5	1.2.2, 1.2.3, 1.2.4, 6.1.2, 6.1.5, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 7.3.2, 12.1.2, 12.3.1, 12.3.2, 13.1.1, 13.1.3, 13.1.4, 13.1.5, 13.3.1, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.6, 13.3.7, 15.1.3, 15.2.2		2	G1	3.0.3
3. Identify and evaluate the effects of cultural influences on communication	1.2, 1.3, 1.4, 1.6, 1.9, 2.3	CA7	1.2.3, 1.2.4, 6.1.3, 6.1.4, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 7.3.4, 12.2.3, 13.1.3, 13.1.4, 13.3.1, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.6, 13.3.7, 13.5.1, 15.1.3, 15.1.4, 15.1.5	B10	2, 3		1.0.5
D. Explaining the Progression of Relationships and Families							
1. Evaluate personal and environmental factors influencing relationship choice, development and termination	1.2, 1.6, 4.1	SS6	1.1.1, 1.1.2, 1.1.5, 1.1.6, 6.1.2, 6.1.3, 6.1.5, 6.1.6, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 12.1.2, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.3.1, 13.1.1, 13.1.3, 13.1.4, 13.1.5, 13.2.1, 13.2.2, 13.5.3, 15.1.2, 15.1.3, 15.1.4, 15.2.1, 15.2.4		3		1.0.6, 3.0.3, 5.0.3
2. Develop responsible behaviors related to sexuality	1.1, 1.2, 1.6, 1.7, 1.9, 4.3, 4.7	HP2, HP3 HP5, HP6	6.1.4, 6.1.5, 6.1.6, 6.2.2, 6.2.3, 6.2.4, 12.3.1, 13.1.3, 13.1.4, 13.1.5, 13.3.1, 13.3.3, 13.3.4, 13.3.5, 13.4.1, 13.6.2, 13.6.3, 13.6.4, 15.1.2, 15.1.3, 15.1.4		3		1.0.8, 3.0.3, 5.0.3
3. Analyze trends in family structure	1.1, 1.2, 1.6, 1.8	SS6	6.1.1, 6.1.4, 6.1.5, 6.1.6, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 13.1.2, 13.2.4, 13.6.5, 15.1.1, 15.1.3, 15.1.4		3		1.0.5, 5.0.8
E. Exploring Family Life Issues within a Diverse Society							
1. Analyze interrelationships of personal and family goals and values to work goals and values	1.2, 1.6, 1.8	SS6	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.4, 1.3.2, 2.5.1, 6.1.2, 6.1.3, 6.1.5, 6.1.6, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 13.1.1, 13.1.2, 13.1.3, 13.1.4, 13.2.1, 13.2.2, 13.3.1, 13.3.2, 13.3.4, 13.3.5, 13.5.1, 15.1.2, 15.1.4,	E5	3		3.0.6
2. Analyze how social, economic and technological changes impact work and family dynamics	1.2, 1.6, 1.8	SS2	1.1.1, 1.1.2, 1.2.1, 1.2.5, 6.1.6, 6.1.7, 6.2.1, 6.2.3, 6.2.4, 7.2.1, 7.3.5, 7.5.2, 12.2.3, 13.1.2, 13.1.3, 13.1.4, 13.3.4, 13.3.5, 13.3.6, 15.1.1, 15.1.2, 15.1.3, 15.1.4, 15.2.4, 15.4.4	D14, D15	3, 4, 5		5.0.7
3. Devise strategies for coordinating work and family responsibilities	1.2, 1.8, 1.10, 3.2, 3.3, 4.6	SS6	1.1.2, 1.1.4, 1.1.3, 1.2.1, 1.2.2, 6.1.2, 6.1.3, 6.2.3, 6.2.4, 7.3.2, 7.5.3, 13.1.2, 13.1.4, 13.3.4, 13.3.7, 15.1.2, 15.1.3	D6	3		0.0.1
4. Generate guidelines for reducing and resolving family conflict	1.2, 1.8, 1.10, 3.2, 3.3	HP2	1.2.4, 6.1.4, 6.1.5, 6.2.4, 6.2.1, 6.2.2, 7.4.5, 7.4.6, 13.1.1, 13.1.3, 13.1.4, 13.1.5, 13.3.1, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.7, 13.4.1, 13.4.2, 13.6.2, 15.1.2, 15.1.3, 15.2.4		2, 3		5.0.6
5. Demonstrate skills needed to be a contributing family and community member	4.3, 4.7		1.1.1, 1.1.5, 1.1.6, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 2.2.2, 2.2.3, 6.1.3, 6.1.5, 6.2.4, 6.2.1, 6.2.2, 6.2.3, 6.2.5, 7.2.6, 7.2.7, 7.5.4, 7.5.5, 13.1.3, 13.1.4, 13.3.4, 13.3.5, 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.6, 13.5.7, 15.1.2, 15.1.3,	E5	2, 3		3.0.4, 5.0.2
6. Explain the implications of cultural diversity when dealing with family and community issues	1.6, 1.8, 1.9	SS6	1.3.1, 6.1.2, 6.13, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 7.3.4, 7.5.6, 12.2.1, 12.2.3, 13.1.2, 13.1.3, 13.1.4, 13.1.6, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.4.1, 13.4.2, 13.6.5, 15.1.1, 15.1.3, 15.1.4, 15.1.5, 15.2.6	B10, F8	3, 4		6.0.8

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MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
7. Analyze factors leading to stress and resiliency in families	1.2, 1.6, 3.1, 3.8	HP2, HP3, SC3, SS6	6.1.2, 6.1.5, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 7.4.1, 7.4.3, 7.4.5, 7.5.4, 7.5.3, 13.1.2, 13.1.3, 13.1.4, 13.1.5, 13.1.6, 13.3.4, 13.3.5, 13.4.2, 13.5.1, 15.1.2, 15.1.3, 15.1.4		3		1.0.3, 5.0.6
8. Develop strategies to manage common sources of stress for individuals and families	1.2, 1.8, 1.10, 3.2, 3.3	HP2	1.1.1, 6.1.5, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 7.4.1, 7.5.3, 7.5.5, 7.5.6, 13.1.2, 13.1.3, 13.1.4, 13.1.5, 13.1.6, 13.3.4, 13.4.2, 15.1.2, 15.1.3	H6	3		1.0.3, 5.0.6
9. Assess community resources available to individuals and families	1.2		1.3.4, 2.5.1, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 7.1.1, 7.2.1, 7.2.5, 7.3.1, 7.4.6, 12.3.3, 13.1.4, 13.3.4, 13.3.5, 13.3.6, 15.1.2, 15.1.4, 15.3.1, 15.3.2	B13	3, 4		6.0.7
10. Evaluate family problem-solving and decision-making skills	1.2, 1.6, 3.2, 3.4, 3.7, 4.1		2.1.7, 2.4.1, 6.1.5, 6.2.2, 6.2.3, 6.2.4, 7.5.5, 13.1.1, 13.1.3, 13.1.4, 13.1.5, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.7, 13.4.2, 13.4.3, 15.1.2, 15.1.3, 15.2.4		3		0.0.2
F. Making Responsible Parenting Decisions							
1. Identify characteristics of positive parenting	1.2, 1.3, 1.4, 1.6		6.1.5, 6.2.2, 6.2.3, 6.2.4, 12.3.1, 13.1.4, 13.3.3, 15.1.2, 15.1.3, 15.2.1, 15.2.3, 15.2.4, 15.3.3		3		0.0.3, 6.0.5, 6.0.6
2. Identify parental rights and responsibilities to have and keep children	1.2, 1.3, 1.4, 4.3, 4.7		6.1.5, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 7.2.3, 7.2.4, 7.2.6, 13.1.4, 13.3.5, 15.1.2, 15.1.3, 15.2.4, 15.3.3		3		1.0.9
3. Evaluate impact of children on resources	1.2, 1.5, 4.3		2.5.1, 6.1.3, 6.2.2, 6.2.4, 6.2.5, 15.1.2, 15.1.3		1, 3		6.0.3
4. Compare and contrast parenting issues related to various family types	1.1, 1.2, 1.6	SS6	6.1.1, 6.1.2, 6.1.5, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 7.4.2, 7.4.4, 12.2.1, 13.1.2, 13.1.4, 13.2.4, 15.1.1, 15.1.2, 15.1.3, 15.2.4, 15.4.3		3		
G. Influencing Change in Environments							
1. Develop skills to affect public policy related to family living and parenthood	1.2, 1.4, 1.7, 1.8, 1.10, 4.1, 4.5, 4.6	CA6, SS6	1.1.1, 1.3.1, 1.3.5, 2.2.1, 2.2.2, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 7.1.4, 7.2.2, 7.3.1, 7.3.4, 13.1.2, 13.6.4, 15.1.2, 15.1.4, 15.2.4, 15.3.3, 15.4.3	D12	2, 4		6.0.8
2. Analyze the impact of technology on individual and family lifestyles as related to family living and parenthood	1.2, 1.3, 1.4, 1.8	SC8, HP6	1.1.1, 1.1.2, 1.2.5, 2.4.2, 2.4.3, 6.1.6, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 7.3.3, 12.2.1, 12.2.4, 12.3.3, 13.1.2, 13.1.4, 13.2.6, 15.1.2, 15.1.3, 15.1.4, 15.4.4	E2	3, 5		
3. Utilize technology and other resources to influence change in family and parenting environments	1.4, 1.10, 2.7	SC4, SC8, SS2	1.1.2, 1.2.5, 2.5.1, 6.1.6, 6.2.3, 6.2.4, 7.1.4, 7.3.5, 12.3.3, 13.1.2, 13.3.6, 15.1.2, 15.1.3, 15.1.4, 15.2.4, 15.3.3, 15.4.4	A3	3, 5		
H. Researching Key Careers							
1. Identify career clusters and careers related to family studies	1.4, 1.5, 1.7, 4.8		1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.2.1, 6.1.7, 6.2.1, 7.1.1, 7.1.3, 7.2.3, 13.6.1, 15.1.4, 15.2.3, 15.2.4		3	A2	
2. Assess personal characteristics and professional requirements for family study occupations	1.1, 1.2, 1.3, 1.4, 1.10	SC3	1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.2.1, 1.2.2, 1.2.6, 6.1.7, 6.2.2, 6.2.3, 6.2.4, 7.1.1, 7.1.2, 7.5.1, 13.4.1, 15.1.3	D16	3	A1	3.0.5
3. Investigate working conditions and income of specific careers	1.1, 1.2, 1.8, 4.8	MA1	1.1.5, 1.1.6, 1.2.1, 1.2.7, 6.1.7, 7.1.2, 7.1.3, 7.2.2, 7.2.3, 15.1.4	F4	1, 3	A2, B2	
4. Use effective communication techniques for multiple workplace situations	2.2, 2.6	CA6	1.2.1, 1.2.2, 1.2.3, 12.2.6, 6.2.4, 7.2.4, 7.2.5, 7.5.2, 13.3.1, 13.3.2, 13.3.3, 13.3.4, 13.3.5, 13.3.6, 13.3.7, 13.4.5	D3, D4	2, 3	G1	3.0.3, 3.0.6

5. Examine ethical and professional issues and responsibilities	1.2, 1.10, 4.4	CA6	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.[illegible].6, 1.2.4, 1.2.5, 1.2.8, 1.3.1, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.2.4, 6.2.5, 7.1.1, 7.1.4, 7.2.2, 7.2.3, 7.4.1, 7.4.2, 7.4.5, 7.4.6, 7.5.1, 7.5.2, 13.1.4, 13.3.5, 13.6.4, 15.1.2, 15.1.3,15.2.4		3	A2, F6	0.0.2, 1.0.4 3.0.5, 5.0.8
6. Evaluate entrepreneurial options related to family studies	1.2, 1.5, 4.8		1.1.3, 1.1.4, 1.1.6, 1.2.1, 6.1.5, 6.1.7, 7.1.2, 7.2.7	B14, F5	1, 3	A2, B2	

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Child Development, Care & Guidance							
Course Rationale: *To improve the quality of life for Missouri's children, performance competencies in the Child Development, Care and Guidance course taught in Family and Consumer Sciences Education programs enable students to: a) construct meaning pertinent to child care, guidance and supervision; b) communicate effectively with family members, child care agencies and professional service providers; solve problems based upon the developmental needs of children; make decisions that support the sound physical, mental and social development of children; and e) assess the impact of the parenting role in society.*							
A. Assuming Leadership Roles as Responsible Family Members and Citizens							
1. Utilize FCCLA program(s) to address child development, care and guidance issues	1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8	CA1, CA3, CA4, CA5, CA6; HP2, HP3, HP4, HP5, HP6; MA3; SC8; SS6	1.1.3, 1.2.4, 1.3.2	B13	3		0.0.4
2. Utilize leadership qualities and skills for problem solving	1.1, 1.2, 1.3, 1.5, 1.8, 1.10, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.8	CA1, CA3, CA6; SC8; SS6	1.1.2, 1.1.5, 1.1.6, 1.2.6, 4.5.2, 4.5.3	D5	2, 3		0.0.2, 0.0.4
B. Describing Diverse Roles in Parenting							
1. Evaluate factors and choices related to parenting	1.2, 1.5, 2.3, 4.1, 4.6	HP2	2.5.1, 2.6.1, 6.1.2, 15.1.1, 15.1.2, 15.1.3, 15.1.4		3		1.0.9, 5.0.3
2. List changes and adaptations needed for parenting roles	1.2, 4.3, 4.6	CA4; HP2	2.6.1, 6.1.2, 15.1.1, 15.1.2, 15.1.3, 15.1.4		1, 3		1.0.9, 5.0.3, 6.0.1, 6.03
3. Describe parenting practices in different cultures	1.2, 1.8, 1.9	CA1; SS6	6.1.3, 6.1.4, 6.2.2, 12.2.3, 15.1.1, 15.1.5	F8	3		5.0.1, 6.0.6
C. Analyzing Health Concerns and Needs During Prenatal Development							
1. Describe fetal development during pregnancy	1.2, 1.8	HP1; SC3	15.4.1, 15.4.2		3		6.0.3
2. Describe the process of labor and delivery	1.2, 1.8	HP1	15.4.1		3		6.0.3
3. Explain effects of substance use and abuse related to pregnancy	1.8, 3.4, 4.7, 4.8	HP5	15.2.4, 15.4.1		3		6.0.3
4. Identify genetic factors that affect pregnancy	1.2, 1.3, 1.4, 1.6, 1.8, 3.1, 3.4, 3.6, 4.7	HP1; SC3	12.2.1, 15.4.1, 15.4.3		3		6.0.3
5. Assess environmental factors that affect pregnancy	1.2, 1.5, 1.7, 1.8	HP5; SC4; SS5	1.2.7, 2.2.2, 12.2.1, 15.4.1, 15.4.2		3		
D. Explaining Developmental Stages (Physical, Social, Emotional and Cognitive)							
1. Distinguish among developmental stages	1.2, 1.5	HP1	4.2.1, 12.1.1, 12.1.2		3		6.0.4
2. Explain individual differences in development	1.6, 1.8	HP1; SS6	4.2.1, 4.2.2, 12.1.2, 12.2.2, 12.2.4		3		6.0.4
3. Relate individual differences to predictable developmental sequences	1.2, 1.5, 1.6	HP1; SC3	4.2.1, 4.2.4, 4.2.5, 4.3.2, 12.2.4		3		6.0.4
4. Propose ways to optimize development through play	1.2, 1.3, 1.6, 1.8, 3.2, 3.3, 3.6, 3.7	SC7	4.2.3, 4.2.5, 4.3.2		2, 3		6.0.4
E. Justifying Interaction Choices							

1. Identify guidance/discipline	1.2, 1.4, 1.6, 1.9, 2.1, 2.2, 2.3, 3.3, 3.4	SS6	4.5.1, 4.5.2, 15.2.3		2, 3		1.0.7, 6.0.6
2. Exhibit communication skills that promote positive self-esteem	2.2, 2.3, 2.5, 2.7, 4.7	CA1, CA7, HP2	12.3.2, 15.2.2	D3, D4	2	G1, G2	0.0.3, 1.0.2, 1.0.7, 3.0.3, 5.0.2, 5.0.5, 6.0.5
F. Distinguishing Health Concerns at Developmental Stages							
1. Describe community health concerns	1.2, 1.8	HP3, HP5	2.1.6, 4.4.2		3, 4		
2. Determine appropriate first-aid procedures	1.2, 1.5, 3.2, 3.3, 3.7	HP7	4.4.7	H4	3		
3. Devise a comprehensive plan for childhood wellness	1.2, 1.6, 1.8	HP2, HP3	2.1.6, 4.4.2, 4.4.6, 7.4.1		3		6.0.4
G. Identifying Guidelines for Creating Safe Environments							
1. List components of a safe environment	1.2, 1.6, 1.8, 4.7	HP2, HP5, HP6, HP7; SC8	1.2.7, 2.2.2, 7.4.1		3		2.0.3, 6.0.4
2. Describe signs of abuse and neglect	1.2, 1.6, 1.8, 2.1, 3.1, 4.7	CA1; HP5	1.3.4, 2.5.1, 4.4.5		3		6.0.6
3. Describe available community resources for violence prevention, reporting and counseling	1.2, 1.8, 2.1, 2.2, 2.3, 2.6, 4.6, 4.7	CA6; HP5, HP7; SS7	1.3.4, 2.5.1, 2.5.2, 7.2.5, 7.4.4, 7.4.5, 13.4.6, 15.2.3, 15.2.?, 15.3.1, 15.3.2, 15.3.3		3, 4		5.0.6, 6.0.6, 6.0.7
H. Comparing Child Care Options							
1. Summarize criteria for quality child care	1.2, 1.4, 1.6	CA1; HP6; SS6	1.1.1, 4.2.1, 4.2.2, 4.3.1, 15.2.5		3		6.0.7
2. Evaluate costs and features of available child care options	1.2, 1.5, 1.6, 1.8, 4.1	HP6; MA3; SS6	2.6.2		1, 3		6.0.7
I. Influencing Change in Environments							
1. Develop skills to affect public policy related to child development, care and guidance	1.2, 1.4, 1.7, 1.8, 1.10, 4.1, 4.5, 4.6	CA6; SS3	1.1.1, 1.1.2, 1.3.5, 4.6.3, 7.2.6, 15.3.3, 15.4.3	D12	2, 4		6.0.8
2. Analyze the impact of technology on individual and family lifestyles as related to child development, care and guidance	1.2, 1.3, 1.4, 1.8	HP6; SC8	1.1.1, 1.1.2, 2.4.2, 2.4.3, 15.4.3, 15.4.4	E2	3, 5		6.0.7
3. Utilize technology and other resources to influence change in child development, care and guidance environments	1.4, 1.10, 2.7	CA6; SC8; SS3	1.2.5, 2.4.3, 15.4.3, 15.4.4	A3	3, 5		
J. Researching Key Careers							
1. Identify career clusters and careers related to child development, care and guidance	1.4, 1.5, 1.7, 4.8	SS6	1.1.3, 1.2.2, 4.1.1, 4.1.3, 7.1.2		3	A2	6.0.8
2. Assess personal characteristics and professional requirements for occupations related to child development, care and guidance	1.1, 1.2, 1.3, 1.4, 1.10	SC3	1.1.3, 1.2.2, 4.1.1, 4.1.2, 4.1.3	D16	3	A1	3.0.5
3. Investigate working conditions and income of specific careers	1.1, 1.2, 1.8, 4.8	MA1; SS4	1.2.7, 4.6.1	F4	1, 3	A2, B2	3.0.5, 6.0.8
4. Use effective communication techniques for multiple workplace situations	2.2, 2.6	CA1, CA6	1.2.3, 4.2.1, 13.3.5	D3, D4	2, 3	G1	
5. Examine ethical and professional issues and responsibilities	1.2, 1.10, 4.1, 4.3, 4.4	SS6	1.1.1, 1.1.2, 1.2.8, 4.6.2, 13.6.4		3	A2, F6	0.0.2, 3.0.5, 6.0.8
6. Evaluate entrepreneurial options related to child development, care and guidance	1.2, 1.5, 4.8		4.1.2	B14, F5	1, 3	A2, B2	

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Child Development. Care and Guidance (Advanced)							
A. Exploring Ethics and Professionalism in Child Development Careers							
1. Explain ethical responsibilities of working with children (e.g., law-abiding, appropriate language, trustworthiness.	1.6, 1.10, 2.3, 4.3,4.4	CA6, SS3, SS6		A3, I3	2b, 2c, 2d, 2f,	F6, G1, G2	0.0.1, 0.0.2, 0.0.3, 0.0.4
2. Discuss rights of families (e.g., confidentiality, personal values and practices)	2.3, 3.1, 3.3, 4.2, 4.3	CA6, SS1, SS6		B10	2a, 2c, 2d, 2e, 2f, 3a, 3c, 4b	F6, G1, G2	0.0.1, 0.0.2, 0.0.3, 0.0.4, 5.0.1-5
3. Discuss ethical responsibilities to families (e.g., respect, mutual trust, communication, access)	2.3, 2.6, 4.3, 4.4	CA6, CA7		I3	2a, 2c, 2d, 2e,	G1, G2	0.0.1, 0.0.2, 0.0.3, 0.0.4,
4. Describe ethical practices in a multicultural world	1.10, 2.3, 4.4, 4.7	CA7, FA5, SS6		B3, B10, F8	2b, 2c, 2d, 2f,	G2	0.0.1, 0.0.2, 0.0.3, 0.0.4
5. Provide a positive role model for the child	1.6, 4.4, 4.6, 4.7	HP2		I4	1a, 2a, 2b, 2c, 2d, 2f, 3c	F1, F2, F3, F4, F5	0.0.1, 0.0.2, 0.0.3, 0.0.4
6. Project a positive image to colleagues and parent(s)	1.6, 2.3, 2.6, 4.4, 4.5, 4.6	HP2		G5	2a, 2b, 2c, 2d,	F1, F2, F3, F4, F5, F6	0.0.1, 0.0.2, 0.0.3, 0.0.4
7. Demonstrate professional behavior (e.g., appearance and hygiene, work habits, enthusiasm, stamina, initiative, accepting constructive criticism)	4.4, 4.5, 4.6, 4.7	HP2		D10, I2, I3, I4, I5	1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4b, 5a, 5b	F1, F2, F3, F4, F5, F6, G1, G2	0.0.1, 0.0.2, 0.0.3, 0.0.4
8. Identify strategies for cooperating with social and community agencies	1.6, 1.7, 2.3, 3.2, 3.3, 3.4, 3.6, 4.4,	SS6		A1, G2, G3	1a, 1b, 1c, 1d,	F6, G2	2.0.2
9. Discuss professional and legal issues in child care and education (e.g., crisis, ADA requirements)	3.6, 4.2, 4.3	CA3, SS1		G6	2a, 2b, 2c, 2d, 2f, 3a, 3b, 3c, 4a, 4b	F6, G1, G2	0.03, 1.0.3, 1.0.7, 1.0.9, 2.0.6, 3.0.2, 3.0.3, 3.0.5
10. Identify professional growth options and affiliations (e.g., in-services, AEYC)	4.8			B13, B15, E3, E4, E5, E6, F6	1a, 1b, 1c, 2a, 2b, 2d, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 5a, 5b	B1, B2, G2	1.0.1-.4-.6, 3.0.5-.6-.7
11. Utilize child development career information in career planning	1.4, 1.5, 4.8	SS6		D16, E3, F6	1a, 1b, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 5a, 5b	A1, A2, A3, B1, B2	0.02-.4, 1.0.1 .4, 2.0.1-.5, 3.0.1-.5-.6-.7
B. Analyzing Developmental Stages (Physical, Social, Emotional & Cognitive)							
1. Explore different theories of child development (e.g., Piaget, Erikson, etc.)	1.4, 1.5, 4.8	SS6			2a, 2c, 2f, 3a,		1.0.1-.9, 2.0.2-.3-.6,
2. Apply knowledge of developmental stages to observation and/or interaction with individual children	1.8, 1.10, 2.2, 2.5, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6	CA5, CA6, HP1, HP2		D4	1a, 2b, 2c, 2e, 2f, 3a, 3b, 3c, 4b	G1	0.0.1-.3, 1.0.1-.2, 3.0.3, 5.0.7, 6.0.4

3. Compare and contrast normal and atypical child development (birth to age 12)	1.8, 2.3, 3.5	CA6, HP1, HP2, SC3			2c, 2e, 2f, 3a, 3b, 3c, 4b, 5b		0.0.1, 1.0.1, 3.0.2, 6.0.4
4. Interpret individual differences of young children and apply to predictable developmental sequences	1.6, 1.10, 3.2, 3.4, 3.5, 3.7	CA6, HP1, HP2		B13	2a, 2b, 2c, 2d,	G2	0.0.1, 1.0.1, 3.0.2, 6.0.4
C. Appraising Health Concerns at Developmental Stages							
1. Maintain a safe, healthy and developmentally appropriate environment for children	1.10, 3.2, 3.6, 3.8, 4.7	HP2, HP3, HP5		A5, B13, H1	1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 4b, 4c, 5c	F4, F6	0.1.2, 2.0.1-.3, 2.0.5-.9-.10, 4.0.1-.4, 4.0.6, 4.0.8, 5.0.2-.3, 5.0.5-.8, 6.0.1-.8
2. Compare and contrast age-appropriate toys and equipment	1.1, 1.8, 3.8, 4.1, 4.7	HP4, HP6		B13	1a, 1b, 1c, 2c, 2d, 3a, 3b, 3c	F4	0.0.1, 1.0.2, 2.0.2-.3-.5
3. Identify symptoms of various common childhood illnesses and diseases	4.1, 4.7	HP3		H2	1d, 2a, 2b, 2c,	F4, F6	0.0.1-.2, 4.0.1
4. Identify immunization trends	1.7, 3.7, 4.7	HP3		B12, H1, H2	2c, 2f, 3a, 3b, 3c		0.0.1, 4.0.1
5. Develop policies for maintaining safety procedures when working with various age groups	1.10, 2.1, 3.6, 4.3, 4.7	HP2		B12, B13, H1, H4, H5	1a, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 4a, 4b	F6, G2	0.0.1-.2-.3-.4, 1.0.3-.7, 2.0.3, 3.0.2-.6-.7, 4.0.1
6. Review emergency procedures necessary for the child's environment (e.g., first aid, CPR)	1.10, 3.6, 4.6, 4.7	HP7		B12, H4	1a, 1c, 1d, 2a,	F6	0.0.1-.4, 1.0.3-.7,
7. Compile informational resources necessary to produce healthy, age-appropriate meals and snacks	1.4, 1.10, 2.1, 2.5, 4.1, 4.7	HP2		B13, D1, D2, H1	1a, 1c, 1d, 2a, 2c, 2d, 2f, 3a, 3b, 3c, 3d, 4b, 5a, 5b	F4	4.0.1-.4-.5-.6-.7-.8

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
D. Providing Children's Activities							
1. Analyze play and its influence on the development of children	4.7	HP2. HP4. SC8		B13	1c, 2a, 2b, 2c, 2d, 2e,	F4	
2. Plan age- and developmentally- appropriate activities	2.1, 3.5, 3.7	CA1. HP4. HP6		A1, B13, D3, D9	1a, 1c, 1d, 2a.	F4	
3. Implement age- and developmentally- appropriate activities	1.10, 2.3, 2.5, 4.6	CA1. CA6		B13. D3	1a, 1b, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 3c, 4b	F4	
4. Evaluate age- and developmentally- appropriate activities	3.7	CA4		B13	1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3c, 3d	F4	
5. Adapt activities for children with special needs	3.2, 3.7, 4.7	HP3. HP5. HP6			1a, 1c, 1d, 2a, 2b, 2c,	F4	
6. Adapt activities to the environment	1.10, 3.3, 3.6, 3.7	HP7			1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3c, 3d, 4b, 5a, 5b	F4	
E. Balancing Work and Family							
1. Describe community resources available to families	1.1, 1.4, 1.10, 2.3	CA1. CA3. HP5			1c, 2a, 2b, 2c,	F4, G1	
2. Distinguish between various types of child care facilities	1.7, 2.5, 3.6, 3.8	CA1. CA3. SS7		A2, B4. C1	2b, 2c, 2f, 3c. 4a	B2	
3. Identify an employer's policies toward family-friendly benefits (e.g., family leave, on-site child care)	1.2, 1.5, 2.5, 3.1, 3.7	HP2. HP5		C2. F2	1a, 1d, 2a, 2c,	B2	
4. Identify selection criteria for a child care facility (e.g., quality, affordability, access)	1.1, 1.2, 3.4, 4.1, 4.7	CA1. CA3		A6. B13	1a, 1c, 2a, 2c, 2d, 2f, 3a, 3b, 3c, 5a, 5b		
5. Propose a management plan for balancing personal and family life	1.1, 1.2, 2.5, 3.4, 3.7, 4.6, 4.7	CA1. CA3. HP2. HP5. HP6		D6	1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 4b	G2	
F. Establishing a Quality Child Care Program							
1. Identify components of quality child care programs	1.1, 1.2, 1.4, 1.7, 2.3, 3.3, 3.8, 4.6, 4.7			A6, B13	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 5a, 5b	B2	

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2. Identify barriers to quality (e.g., salaries, space, social attitudes, training)	1.2, 1.6, 2.3, 3.2, 3.3, 3.7, 3.8, 4.6	SS6		A6, B13	1a, 1b, 1c, 1d, 2a, 2b,		
3. Describe societal benefits of quality child care programs	1.2, 1.3, 1.4, 1.6, 1.9, 1.10, 2.3, 3.2, 3.8, 4.6	CA1, CA6, SS6		B9, B13, G3	1c, 1d, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c	G1	
4. Explain the impact of shared responsibility for quality care and education (e.g., parents, teachers, administrators, children, community, government)	1.3, 1.4, 1.6, 1.9, 1.10, 2.3, 3.1, 3.2, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4	SS6		B2, B9, G3	1a, 1d, 2a, 2b, 2c, 2d, 2e, 2f	G2	

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MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
G. Interacting with Children							
1. Use appropriate behavior of an observer	1.1, 1.2, 1.3, 2.5, 2.6, 3.2, 3.3, 3.5, 4.4, 4.6			E5, I2	1a, 1d, 2c, 2d, 2f, 3a, 3b, 3c	F4, G2	
2. Identify reasons for observing young children (e.g., child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class and shared with a parent)	1.3, 2.3, 2.7, 3.4, 3.6, 3.7, 4.1, 4.2			E5, G2	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 4b	G2	
3. Explain methods for observing young children (e.g. checklist, anecdotal)	1.3, 1.4, 1.7, 1.8, 2.2, 3.6, 3.5, 3.7	CA4		E5, G2	1a, 1d, 2a, 2b, 2c, 2d, 2f, 3a, 3b, 3c, 4b	F4	
4. Demonstrate discipline and guidance techniques	1.9, 2.3, 2.6, 3.1, 3.2, 3.3, 3.74	HP2		B13, F8, I2	1a, 1d, 2a, 2b,	F4	
5. Use appropriate verbal and nonverbal communications skills when disciplining or guiding children	1.10, 2.2, 2.3, 2.6, 3.7, 4.1, 4.7	CA1		D3, D4, F8, I4	1a, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c	F4	
6. Describe age-appropriate behavioral expectations	1.6, 2.2, 2.6, 3.4, 3.6,	CA6, HP2, SS6		E5, F8	2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 4b	F4	
7. Build positive self-concept attitudes and behaviors	1.3, 3.4, 4.6, 4.7	HP2		F2, F6, F8, I2, I4, I5	1a, 1c, 1f, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 4b	F1, F2, F3, G2	
8. Promote individual differences while building self-concept	1.3, 2.6, 3.6, 3.7, 4.2, 4.6, 4.7	HP2, SS6		B10, F8, I2, I4	1d, 2a, 2b, 2c,	F4, G1, G2	
9. Explain environmental effects on self-esteem	1.3, 3.2, 3.3, 3.7, 4.2, 4.6	SS6		B10, F8, I2, I4	1a, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 4b		
10. Identify temperament's impact on behavior and self-esteem	1.3, 3.2, 3.3, 4.2, 4.6	HP2		E4	1a, 1d, 2a, 2b, 2c, 2d,	F4	
11. Identify roles of interaction (e.g., maternal, instruction, therapeutic)	1.10, 2.6, 3.2, 3.3, 4.3			I1	1a, 1d, 2b, 2c, 2d, 2f,	F4	
H. Assuming Leadership Roles as Responsible Family Members and Citizens							
1. Utilize FCCLA program(s) to address child development, care and guidance issues	1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8	CA1, CA3, CA4, CA5, CA6, HP2, HP3, HP4, HP5, HP6, MA3, SC8, SS6		B13, D10, D12, D13 102	1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4b, 5a	A2, G1	

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2. Utilize leadership qualities and skills for problem solving	1.1, 1.2, 1.3, 1.5, 1.8, 1.10, 2.1,	CA1, CA6, SC8, SS6	-	D9, D10, D13, D15,	1a, 1c, 1d, 2a,	F3, F4, G1, G2	
3. Apply leadership skills to affect public policy related to child development, care and guidance	1.2, 1.4, 1.7, 1.8, 1.10, 4.1, 4.5, 4.6	CA6, SS3, SS6		B13, D3, D4, D5, D12, D13	1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 5a	G1, G2	

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MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
MISSOURI COMPETENCY	**CDA**						
Child Care Provider/Assistant							
Course Rationale: *To improve the quality of life for Missouri's children, performance competencies in the Child Care Provider program taught in Family and Consumer Sciences and Human Services enable students to: a) establish and maintain a safe, healthy learning environment; b) advance physical and intellectual competence and to support social and emotional development and to provide positive guidance; c) establish positive and productive relationships with families; d) ensure a well-run, purposeful child care program responsive to participant needs; and e) maintain a commitment to professionalism*							
A. Providing a Safe Environment							
1. Plan and implement safe and legal field trips	1						
2. Provide and maintain safety indoors and outdoors	1						
3. Respond to emergency situations appropriately	1.2						
4. Practice secure procedures for releasing children from the center	1.2						
B. Providing a Healthy Environment							
1. Meet health requirements (child care worker)							
2. Plan, prepare and serve nutritious meals or snacks	2						
3. Assess child's health status and follow appropriate health procedures.	2						
4. Provide and maintain proper sanitary conditions.	2						
5. Help children develop proper health habits.	2.2						
6. Recognize signs of suspected child abuse/neglect.	2.2						
C. Creating a Learning Environment							
1. Plan and arrange learning centers for an early childhood program.	3.2						
2. Establish a balanced daily schedule.							
3. Plan for individual and group needs.							
4. Develop plans for daily activities.	2, 5.1, 5.3						
D. Promoting Physical Development							
1. Observe and describe a child's physical development.	4						
2. Provide and develop appropriate large motor activities.	4.1						
3. Provide activities to promote small motor skills.	4.2						
4. Plan and guide activities appropriate for outdoor play.	4.1, 4.2						
5. Interact appropriately with child's physical activities.	4						
6. Provide opportunities for sensory experiences.	4.4						
E. Facilitating Cognitive Development							
1. Plan and guide appropriate language experiences.	6.2, 6.3, 6.5, 12						
2. Guide the child in problem solving and decision making.	5.1, 5.2						
3. Offer opportunities for emerging literacy.	6.5						
4. Use play to support cognitive development.	5.2						
5. Plan and guide developmentally appropriate pre-math activities.	5.1						
6. Plan and guide developmentally appropriate science and nature activities.	5.1, 5.2, 5.3						

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7. Plan and guide developmentally appropriate social studies activities.							
8. Observe and describe a child's cognitive development.							
F. Communicating Effectively (Child Care Worker)							
1. Use effective oral communication.	6.1, 6.2						
2. Listen actively.	6.3, 6.4						
3. Use written communication competently.	12						
G. Encouraging Creativity							
1. Evaluate characteristics of process-oriented activities for encouraging children's self-expression.	7.4, 7.5						
2. Plan and guide opportunities for dramatic play.	7.1, 7.5						
3. Plan and guide creative art activities.	7.1, 7.3						
4. Plan and guide activities for self-expression through music and dance.	7.1, 7.2						
H. Developing Social Skills							
1. Encourage cooperation in play.	9.1						
2. Identify the levels of play.							
3. Help children develop appropriate social skills.							
4. Observe and describe child's level of social development.							
I. Enhancing Self-concepts							
1. Interact with child as an individual and in group settings.	6.1, 6.2, 6.3, 6.4, 8.1, 8.2						
2. Identify behaviors that reflect negative and positive self-concepts.	10.3						
3. Recognize and respect the individual differences of child and family.	5.3						
4. Recognize children's special needs.	4.3						
J. Providing Guidance							
1. Set and communicate limits for acceptable behavior.	10.1, 10.2						
2. Direct and guide positive behaviors.	10.1, 10.2, 10.3						
3. Use strategies to provide guidance/intervention for inappropriate behavior.	10.1, 10.3						
K. Relating to Families							
1. Develop and implement strategies to strengthen school/family partnerships.	11.1, 11.2, 11.3						
2. Communicate with family members.	11.3, 11.4						

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
L. Maintaining the Program							
1. Recognize roles within the program.	12, 13						
2. Support other staff members and professionals.	12, 13						
3. Keep all appropriate records.	1, 2, 12						
4. Comply with licensing regulations.	12, 13						
5. Comply with philosophy and personnel program policies.	13						
6. Meet ongoing program needs.	2, 11, 12, 13						
7. Develop a program budget.	12						
8. Develop curriculum for the program.	4, 5, 6, 9, 12, 13						
9. Conduct various program observations.	12						
10. Conduct various program evaluations.	1, 2, 11, 12, 13						
11. Locate community resources.	1, 2, 11, 12, 13						
M. Displaying Professionalism							
1. Demonstrate professional behavior.	8, 13						
2. Provide a positive role model for child, parent(s) and coworker(s).	12, 13						
3. Demonstrate enjoyment of working with young children.	2, 12, 13						
4. Display good work habits.	2, 12, 13						
5. Use problem-solving skills to enhance the program.	13						
6. Balance social, home and work lives.	13						
7. Accept constructive criticism.	13						
8. Show interest in professional growth.	13						
9. Recognize standards of accreditation of child-care programs.	13						
10. Utilize technology and other resources to influence positive change for children and families.							
11. Maintain confidentiality about the child and family.	11, 13						
P. Assuming Leadership Roles as Responsible Family Members and Citizens							
1. Utilize professional organizations to advocate for early childhood issues.	13						
2. Utilize leadership qualities and skills.	13						

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Nutrition and Wellness							
Course Rationale: *To improve the health and quality of life of Missouri citizens, performance competencies in the Nutrition and Wellness course taught in Family and Consumer Sciences Education programs enable students to: a) construct meaning related to nutrition, food economics and ecology; b) communicate effectively with family members, consumer groups and providers of food and nutrition products and services; c) solve problems related to health and wellness, as well as food needs through the application of mathematics and science principles; and d) make responsible decisions involving family and individual food needs, the use of the food dollar and the care of food.*							
A. Assuming Leadership Roles as Responsible Family Members and Citizens							
1. Utilize FCCLA program(s) to address nutrition and wellness issues	1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8	CA1, CA3, CA4, CA5, CA6, HP1, HP2, HP3, HP4, HP5, HP6, HP7, MA3; SC8; SS6, SS7	1.0, 1.2 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.7, 2.1.7, 2.2.1, 3.1.1, 3.1.2, 3.1.1, 3.1.4, 8.1.1, 8.1.2, 8.1.3, 8.1.4	B13	3		0.0.4
2. Utilize leadership qualities and skills for problem solving	1.1, 1.2, 1.3, 1.5, 1.8, 1.10, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.8	CA1, CA3, CA6; SC8, SS6	1.0, 1.2 1.1.6, 2.1.1, 2.1.2, 4.1.2	D5	2, 3		0.0.2
B. Appraising Influences on Personal Food Choices							
1. Identify social and psychological influences affecting food choices	1.2, 1.3, 1.4, 1.6, 1.9	HP2; SS2, SS3, SS6, SS7	14.1.2, 14.2.3		3		4.0.3
2. Identify cultural and family influences	1.2, 1.3, 1.4, 1.6, 1.9, 2.3	HP2, HP6, SS6	6.1.3, 6.1.4, 6.2.2, 14.1.2	B10	3		4.0.3
3. Explain economic and environmental factors influencing food choices	1.9	SC4; SS2, SS4, SS5, SS6, SS7	2.5.1, 6.1.6, 14.1.3, 14.4.1, 14.4.2, 14.5.1		3		2.0.9
4. Investigate the impact of other influences such as media, fads and myths on food choices	1.1, 1.2, 1.4, 1.6	HP6	14.1.3, 14.1.4, 14.2.3, 14.4.2, 14.5.2, 14.5.3		3		4.0.2, 4.0.3
5. Evaluate technological influences on product availability	1.2, 1.4, 1.6, 2.7	HP6; SC8	14.1.3, 14.1.4, 14.4.3, 14.5.1, 14.5.2, 14.5.3		3, 5		4.0.5
C. Comprehending Nutrition Principles							
1. Describe nutrient functions	1.2, 1.8	HP1, HP2	9.3.2, 14.2.1, 14.2.2		3, 4		4.0.2
2. Identify nutrient sources	1.2, 1.3, 1.4, 1.10	HP2	9.3.2, 14.2.1, 14.2.2, 14.2.4		3		2.0.10
3. Explain the processes of digestion and food utilization	1.8	HP1	14.2.1		3, 4		
4. Categorize foods according to nutrient composition	1.2, 1.6, 1.8	HP2	9.3.2, 9.3.7, 14.2.4		3		2.0.9
5. Summarize differences in nutrient needs throughout the life cycle	1.2, 1.6, 1.8	HP1, HP2	9.31., 9.3.2, 9.3.6, 9.3.7, 14.2.2, 14.2.3, 14.5.4		3		1.0.1, 2.0.9
D. Recognizing Relationships Between Nutrition and Wellness							

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1. Identify components of wellness	1.2, 1.4, 3.1, 3.2, 3.7, 4.7	HP2	14.1.1, 14.2.2		3		3.0.2, 4.0.1
2. Analyze dietary intake	1.8	HP2	9.3.2, 14.2.1, 14.2.3, 14.2.4, 14.3.1		3		
3. Assess food intake based upon recognized dietary standards	1.2, 1.6, 1.8	HP2	9.3.2, 14.2.2, 14.2.4, 14.3.1		3		
4. Identify dietary practices to promote health	1.2, 1.4, 1.6	HP2	9.3.6, 9.3.7, 9.4.5, 14.2.1, 14.2.2, 14.2.3, 14.2.4		3		4.0.1
5. Examine special nutritional needs including modified diets, vegetarianism and sports nutrition	1.1, 1.2, 1.4, 1.6, 3.2, 3.3, 3.6, 3.7	HP1, HP2	2.1.3, 9.3.1, 9.3.6, 9.3.7, 14.2.1, 14.2.3, 14.2.4, 14.3.1, 14.3.2		3, 4		4.0.6
6. Identify characteristics of eating disorders	1.2, 1.4, 1.6	HP2	14.1.1, 14.1.2, 14.2.1, 14.2.3		3		4.0.3
7. Plan daily nutritional intake using recognized standards	1.2, 1.4, 1.8, 4.5, 4.7	HP2	2.1.3, 4.4.4, 9.3.7, 14.2.4, 14.3.1, 14.3.2, 14.5.3, 14.5.4		3		4.0.4
E. Managing Resources to Promote Good Health							
1. Identify resources used in planning meals and food preparation	1.2, 1.3, 1.4, 1.6, 4.7	HP2, HP6	2.1.3, 12.2.4, 14.3.1, 14.3.3, 14.5.4		1, 3		4.0.4
2. Evaluate features, price, quality and intended use of food preparation equipment	1.2, 1.8, 3.8	SC6	3.5.2, 3.5.6, 14.1.2, 14.1.3, 14.3.3, 14.4.1, 14.5.3	E1, E2	3, 5		4.0.7
3. Develop criteria for purchasing/obtaining food	1.2, 1.8, 3.8, 4.1	HP2	2.1.3, 9.3.2, 14.1.4, 14.2.4, 14.3.1, 14.3.3, 14.4.1, 14.4.4, 14.5.2		3		4.0.5
4. Identify programs providing food assistance and nutrition services	1.2, 1.4	SS3	14.1.5, 14.3.2, 14.4.4		3		4.0.8
5. Identify regulatory agencies and their services	1.2, 1.4	SS3	14.1.5, 14.2.4, 14.3.2, 14.4.4	H1	3	F6	4.0.8
6. Discriminate between sources of reliable and unreliable food/nutrition information, products and services	1.7	HP6	3.5.6, 14.2.4, 14.3.3, 14.4.4, 14.4.6		3		2.0.9, 4.0.5
F. Developing Food Preparation Skills							
1. Plan nutritious and aesthetically pleasing menus	1.2, 1.8, 4.7	FA1, FA2, HP2	4.4.4, 14.3.1, 14.3.2, 14.3.3		3		2.0.9
2. Demonstrate safe and sanitary food preparation practices	1.10, 4.7	HP3	5.3.2, 5.5.3, 5.5.5, 8.2.5, 8.2.7, 8.3.3, 8.3.5, 9.2.1, 14.3.3, 14.4.1, 14.4.2, 14.4.5, 14.4.6, 14.5.1		3	F5	4.0.7
3. Apply basic science, mathematics and time management principles in food preparation	1.8, 1.10	MA1; SC1	9.2.1, 14.3.3,14.4.1, 14.5.1, 14.5.2	D1, D9	1, 3		4.0.6
4. Evaluate products based upon quality standards	1.2, 1.3		14.2.4, 14.3.3, 14.4.3, 14.5.4		3		2.0.2, 4.0.5
G. Developing Social Competence							
1. Identify importance of etiquette	1.2, 1.3	SS6	6.1.2, 10.5.3	I4	3		
2. Demonstrate appropriate etiquette for various types of dining situations	1.10, 2.2, 2.3	SS6	6.1.2	I4	2, 3	G1	
3. Develop strategies for positive mealtime interaction	1.2	CA6, CA7	14.3.2	D3, D4	3	F3	2.0.10, 4.0.6
H. Influencing Change in Environments							
1. Develop skills to affect public policy related to nutrition and wellness	1.2, 1.4, 1.7, 1.8, 1.10, 4.1, 4.5, 4.6	CA6; SS3	1.3.5, 14.1.4, 14.1.5, 14.2.4, 14.3.2, 14.4.4, 14.4.6	D12	2, 4		4.0.8, 6.0.8
2. Analyze the impact of technology on individual and family lifestyles as related to nutrition and wellness	1.2, 1.3, 1.4, 1.8	HP6; SC8	1.1.2, 2.4.2, 2.4.3, 14.1.3, 14.3.2, 14.3.3, 14.4.4, 14.5.1, 14.5.2, 14.5.3	E2	3, 5		4.0.5
3. Utilize technology and other resources to influence change in nutrition and wellness environments	1.4, 1.10, 2.7	SC4, SC8, SS2	2.4.2, 14.1.3, 14.3.2, 14.3.3, 14.4.6	A3	3, 5		4.0.8
I. Researching Key Careers							
1. Identify career clusters and careers related to nutrition and wellness	1.4, 1.5, 1.7, 4.8		1.2.1, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 8.1.1, 8.1.2, 9.1.1, 14.2.2		3	A2	4.0.8, 6.08
2. Assess personal characteristics and professional requirements for occupations related to nutrition and wellness	1.1, 1.2, 1.3, 1.4, 1.10	SC3	1.2.1, 3.1.3, 8.1.1, 8.1.2, 8.1.3, 9.1.1, 9.1.2, 9.1.3	D16	3	A1	3.0.5

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
3. Investigate working conditions and income of specific careers	1.1, 1.2, 1.8, 4.8	MA1	1.2.1, 3.1.3, 8.1.1, 8.1.3, 9.1.1, 9.1.2, 9.1.3	F4	1, 3	A2, B2	
4. Use effective communication techniques for multiple workplace situations	2.2, 2.6	CA6	1.2.3	D3, D4	2, 3	G1	
5. Examine ethical and professional issues and responsibilities	1.2, 1.10, 4.4	CA6	1.1.1, 1.2.8, 7.3.1, 7.3.3, 14.1.5, 14.4.3		3	A2, F6	
6. Evaluate entrepreneurial options related to nutrition and wellness	1.2, 1.5, 4.8		1.1.1, 3.1.2, 4.1.2, 8.1.2, 8.1.4, 9.1.4, 10.1.4, 14.1.5	B14, F5	1, 3	A2, B2	

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Food Science							
of Missouri citizens. performance competencies in the Food Science course taught in Family and Consumer Sciences							
A. Orientation to Food Science							
1. Compare and contrast food science to foodservice management		CA3. HP1. SC1			3		
2. Utilize basic principles of measurement in scientific experimentation (e.g., metrics, formulas, and equations)		MA2. MA4		D1. D2	3		
3. Demonstrate use. care, and safety of scientific lab equipment		SC7		E1. E2. H1. H2	5		
4. Explain the steps in the scientific method		SC7			3		
5. Write accurate and complete reports of science experiments		CA4		D3	3		
6. Identify the public and private organizations that influence food science. dietetics and food nutrition		HP6. SS3. SS6		A6	3		4.0.8
7. Identify career paths related to food science. dietetics and nutrition		CA3			3	42	1.0.4
B. Sensory Evaluation of Foods							
1. Identify qualities that make up the sensory characteristics of food		SC1			3		
2. Describe characteristics of sensory evaluation using appropriate terms		CA3. SC1			3		
3. Determine characteristics that affect food preferences		HP2. SS6			3		4.0.2. 4.0.3
C. Food Safety and Sanitation							
1. Compare the positive and negative effects of yeast. molds bacteria and enzymes in foods		SC4			3		
2. Identify principles of HACCP (assess hazards. identify critical control points. set up control procedures. monitor critical control points. take corrective actions. develop a recordkeeping system. verify that the system is working)		HP3. HP6. SC4. SC8		H1	3,4		
3. Describe the types of microorganisms that cause foodborne illness (e.g., bacteria, viruses, parasites, yeast, molds)		HP3. SC3			3		
4. Explain the relationship between microorganisms and foodborne illness		HP3. SC3			3		
5. Describe the basic environmental conditions that encourage the growth of microorganisms and foodborne		SC3. SC4			3		4.0.1. 4.0.8
6. Identify the three major types of hazards that cause foodborne illness (biological, chemical and physical)		HP6		H2	3		
7. Describe symptoms and causative agents of major foodborne illnesses (e.g., salmonellosis, botulism, hepatitis A)		HP3. HP6		H2	3		
8. Discuss how contamination and cross-contamination of foods can occur		HP3. HP6		H2	3		4.0.5
9. Identify methods and procedures for controlling foodborne illness		HP3. HP6			3		4.0.5
10. Demonstrate personal hygiene/health practices essential for food safety and sanitation		HP2. HP3		I5	3	F5. F6	4.0.1. 2.0.3
11. Name typical products. tools and methods for effective cleaning and sanitizing		HP3. HP6		E1. E2	5		
12. Identify location of and information on MSDS (Material Safety Data Sheets)		HP3. HP6		H1. H2. H3	3	F6	
D. Science Foundations							
1. Demonstrate the effects of acids and bases in food metabolism. preparation, processing and preservation		SC1			3		
2. Describe the classes of matter. including pure substances and mixtures		SC1			3		

3. Identify the elements found in biochemical systems (food) and their atomic symbols		SC1			3,4		
4. Explain the properties and principals of matter and energy (e.g., bonding, parts of the atom)		SC1			3,4		
5. Identify the components of a chemical equation		SC1			3		
6. Differentiate between chemical reactions and physical changes in food		SC1			3		
7. Demonstrate the relationship between energy, physical changes, and chemical reactions		SC1			3		
8. Discuss the relationship between molecular motion and temperature		SC2			3		
9. Explain how heat is transferred		SC1			3		
10. Interrelate the effects of temperature, latent heat and phase changes		SC1			3		
E. Biochemistry of Foods and the Major Nutrient Groups (Carbohydrates, Proteins, Lipids, Vitamins, Minerals and Water)							
1. Describe terms related to the major nutrients and nutrient groups		SC1			3		
2. Describe the functions of the major nutrients and nutrient groups		SC1			3		
3. Explain the functions of the major nutrients and nutrient groups in foods and food systems		SC1			3		
4. Explain the process of sugar hydrolysis		SC1			3		
5. Identify the product resulting from the hydrolysis of sucrose and lactose		SC1			3		
6. Compare the structures of amylose and amylopectin and their effect on cooking properties		SC1			3		
7. Discuss gelatinization, paste, retrogradation, and syneresis as they relate to starch cookery		SC1			3		
8. Explain what occurs during denaturization		SC1			3		
9. Describe the chemical structure of protein		SC1			3		
10. Compare the properties of saturated and unsaturated fatty acids		SC1			3		
11. Identify foods that contain saturated and unsaturated fats (triglycerides)		SC1			3		
12. Explain the differences between the types of fats and cholesterol		SC1			3		
13. List ways lipid oxidation can be controlled in food		SC1			3		
14. Explain the differences between the types of fats and cholesterol		SC1			3		
15. Compare and contrast bound and free water in foods		SC1			3		
16. Compare and contrast water soluble and fat soluble vitamins		HP2			3		4.0.2
17. Distinguish between major and trace minerals		HP2, SC1			3		4.0.2
18. Identify some interrelationships among nutrients (e.g., vitamin D and calcium)		HP2			3		4.0.2
19. Discuss the effect of food processing on vitamin and mineral levels in food		HP2, HP5, HP6			3		4.0.2
20. Relate metabolism to the factors that affect it		HP1, HP2			3		4.0.2
F. Chemistry of Food Formulations and Reactions							
1. Explain the relationship between enzymes, coenzymes and substrates		SC1			3		

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
2. Identify factors that affect enzymatic activity		SC1			3		
3. Distinguish the function of enzymatic reactions in food spoilage and food preparation		SC1			3		
4. Identify the solvents and solutes in solutions		SC1			3		
5. Analyze the effect of concentration on physical properties of a solution		SC1			3		
6. Identify the properties of colloidal dispersions		SC1			3		
7. Explain the relationship of an emulsion's parts		SC1			3		
8. Explain the functions and properties of leavening agents		SC1			3		
9. Identify the classes of food additives		HP6, SC8			3		
10. Discuss the role of governmental regulations regarding food additives		HP6, SC8, SS3, SS6		H1	3, 4		4.0.1, 4.0.2
11. Explain the use of additives in food		HP6, SC8			3		
12. Discuss the risks and benefits of using additives in food		HP6, SC8		A1	3	F6	4.0.1, 4.0.2
G. Food Manufacturing Processes (Fermentation, Canning, Freezing, Dehydration and Irradiation)							
1. Define terms related to food manufacturing processes		HP6, SC8			3, 5		
2. Identify commonly processed foods		HP6, SC8			3		
3. Compare and contrast food manufacturing processes		HP6, SC8			3, 4, 5		
4. Identify equipment used in food manufacturing processes		HP6, SC8		E1, E2	5		

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Family/Individual Health							
Course Rationale: *To improve the health of Missouri citizens, performance competencies in the family/individual health course taught in Family and Consumer Sciences Education programs enable students to: a) construct meaning pertinent to health care knowledge; b) communicate effectively with family members and health care providers; c) solve problems impacting health and wellness; and d) make responsible health care decisions involving individuals, families, and communities.*							
A. Assuming Leadership Roles as Responsible Family Members and Citizens							
1. Utilize FCCLA program(s) to address family/individual health issues	1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8	CA1, CA3, CA4, CA5, CA6; HP1, HP2, HP3, HP4, HP5, HP6, HP7; MA3; SC8; SS4, SS6, SS7	1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.7, 2.1.1, 2.1.6, 3.2.1	B13	3		0.0.4
2. Utilize leadership qualities and skills for problem solving	1.1, 1.2, 1.3, 1.5, 1.8, 1.10, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.8	CA1, CA3, CA6; SC8; SS6	1.1.6, 1.2.6, 4.5.2	D5	2, 3		0.0.2
B. Promoting Individual Wellness							
1. Define wellness	1.2	HP2	12.1.1, 12.2.2, 14.1.1		3		
2. Describe lifetime fitness principles and techniques	1.2, 1.8	CA1; HP2, HP4, HP5	2.1.7, 10.6.7, 13.1.6, 14.2.2		3		3.0.2, 4.0.1, 4.0.2
3. Assess personal health practices and risks	1.1, 1.2, 1.5, 1.6, 1.8, 2.3	HP2, HP3, HP5; MA3	13.1.6, 14.2.1, 14.2.2, 14.2.3, 14.4.1		3		3.0.2, 4.0.1, 4.0.6
4. Create a personal wellness plan	1.1, 1.2, 1.8, 3.4, 4.5, 4.7	CA3; HP2, HP3, HP5	13.1.6, 14.1.1, 14.3.1, 14.3.2	H5	3		1.0.1, 3.0.2, 4.0.1, 4.0.2, 4.0.4
5. Analyze how the family, peers, community and global issues influence the health of individuals	1.2, 1.3, 1.8, 2.3, 2.4, 4.3	FA5; HP5, HP6; SS6	13.1.6, 14.1.4, 14.2.2, 14.4.1, 14.4.2, 14.4.3, 14.4.4		3		0.0.1, 2.0.3, 2.0.6, 4.0.1, 4.0.3, 4.0.8
6. Analyze situations that require professional health service	1.2, 1.8, 3.2, 3.3, 3.6	HP7	14.2.3, 14.4.5		3		
C. Exploring Functions and Interrelationships of Body, Social and Communication							
1. Describe functions of body systems including circulatory, digestive, reproductive and skeletal	1.2, 1.8	HP1	14.2.1, 14.4.5, 15.4.1		3		
2. Identify demographic changes that influence family health systems	1.2, 1.3, 1.4, 1.6	SS5	14.1.2, 14.2.2, 15.2.4		3, 4		
3. Analyze how family and cultural diversity impact health	1.2, 1.3, 1.8	HP2; SS6	14.1.2, 14.2.2, 15.2.4	F8	3		4.0.3
4. Defend a position on ethical, legal and environmental issues impacting health systems	1.2, 1.6, 1.8	CA6; HP6; SC4, SC8	14.1.5, 14.2.4, 14.4.4, 14.4.6, 15.2.4		3, 4	G1	
D. Enhancing Human Growth and Development							
1. Describe developmental processes which occur during the life cycle	1.2, 1.8	HP1	4.5.5, 12.1.1, 12.1.2, 12.2.2, 12.2.3, 12.2.4, 12.3.1, 12.3.2, 12.3.3, 13.1.2, 14.2.1, 14.2.2, 15.4.2		3		1.0.1
2. Identify diseases, illnesses and disorders affecting growth and development	1.2, 1.4, 1.6	HP3	4.4.5, 14.2.1, 14.2.2, 14.2.3, 14.4.1, 14.4.4, 14.4.5		3		
3. Describe behaviors for preventing and controlling communicable diseases	1.2, 1.8, 3.2, 3.3	HP3	4.4.6		3		

BEST COPY AVAILABLE

4. Develop coping strategies to deal with health deviations and changes in the life cycle	1.2, 1.8, 3.2, 3.3, 4.5, 4.7		2.1.6, 9.3.1, 12.3.2, 12.3.3, 13.1.5, 14.2.2, 15.4.2		3		
E. Promoting Health and Prevention Concepts							
1. Describe the changing relationships of mental, emotional, social and physical health throughout life	1.2, 1.6, 1.8	HP1	13.1.1, 13.1.2, 13.1.4, 13.2.4, 14.1.1, 14.2.2		3		1.0.1
2. Explain the effects of substance use and abuse of the individual, family and community	1.6, 1.8, 1.10	HP5			3		4.0.1
3. Evaluate how lifestyle choices impact health	1.2, 1.5, 1.6, 1.8	HP2	14.2.2, 14.2.3, 14.3.2		3		4.0.1
4. Distinguish between appropriate and inappropriate behavior in relationships as they affect health	1.2, 1.5, 1.6	HP2, HP5	13.1.1, 13.1.3, 15.2.4		2, 3		
5. Identify standards of personal hygiene and health	1.2, 1.3, 1.4	HP2, HP5	4.4.3, 9.2.5, 14.4.1	I5	3	F5	4.0.1
F. Promoting Nutritional Health							
1. Explain relationships between dietary guidelines and wellness	1.6, 1.8	HP2	9.3.2, 14.1.5, 14.2.1, 14.2.4, 14.3.1, 14.3.2		3		4.0.2
2. Compare nutritional need at different stages of the life cycle	1.2, 1.6	HP2	2.1.3, 14.2.1, 14.2.2, 14.2.3, 14.3.2		3		2.0.9
3. Identify nutritional needs of individuals with special health deviations	1.2, 1.3, 1.4, 1.6	HP2	2.1.3, 9.3.2, 9.3.7, 14.3.1, 14.3.2		3		2.0.9, 4.0.2
G. Maintaining a Safe Environment							
1. Describe health emergency procedures	1.2, 1.8	HP7	4.4.7, 14.4.5	H4	3		
2. Develop accident/injury prevention strategies for personal, home, family and community health	1.2, 1.6, 1.8, 3.2, 3.3, 3.6, 3.7, 4.7	HP5	4.4.6, 5.3.2, 5.4.5, 14.4.2, 14.4.6		3		
3. Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations	1.10, 3.2, 3.3, 4.7	HP5	13.1.3, 13.1.4, 13.1.5, 13.4.1, 13.4.2, 13.4.3	D5	2, 3	G1	
4. Demonstrate strategies for solving interpersonal conflicts without harming self or others	1.10, 3.1, 3.2, 3.3, 3.6, 3.7	CA7	13.1.1, 13.1.2, 13.1.5, 13.2.5, 13.4.4, 13.4.5, 15.2.4		2, 3	G1	1.0.7
5. Demonstrate methods of avoiding threatening situations	1.10, 3.2, 3.3, 3.6, 4.7	HP5	13.1.5, 13.4.5		2, 3	G1	
H. Accessing Health-Related Information, Products and Services							
1. Discriminate between reliable and unreliable health information, products and services	1.2, 1.5, 1.7	HP6	2.1.6, 3.5.2, 14.2.4, 14.4.4,		3		2.0.2
2. Analyze data from multiple sources to make informed decisions about health information, products and services	1.2, 1.4, 1.5, 1.7, 1.8, 4.1	HP6; MA1, MA3	2.1.6, 2.5.2, 3.5.2, 3.5.3, 14.1.5, 14.2.4, 14.4.2, 14.4.4, 15.3.1		3		2.0.2
3. Describe factors that influence personal selection of health-care resources, products and services	1.2	HP6; SS4	2.1.6, 3.5.2, 3.5.3, 3.5.6, 14.1.5		3		2.0.2
4. Demonstrate the ability to access individuals and agencies that provide support and protection	1.1	HP6	1.3.4, 2.1.6, 2.6.3, 14.1.5, 14.2.4		3	G1	
5. Compare costs and benefits of available health-care coverages	1.2, 1.5, 1.6, 3.8	MA1, MA3	2.1.6, 2.5.1, 2.6.3, 14.1.5		3		
I. Influencing Change in Environments							
1. Develop skills to affect public policy related to family/individual health	1.2, 1.4, 1.7, 1.8, 1.10, 4.1, 4.5, 4.6	CA6; HP6; SS3	1.3.5, 14.1.5, 14.2.4, 14.3.2, 14.4.3, 14.4.6	D12	2, 4		4.0.8, 6.0.8
2. Analyze the impact of technology on individual and family lifestyles as related to family/individual health	1.2, 1.3, 1.4, 1.8	HP6; SC8	1.1.2, 2.4.2, 2.4.3, 14.1.3, 14.5.2, 15.4.4	E2	3, 5		
3. Utilize technology and other resources to influence change in family/individual health environments	1.4, 1.10, 2.7	SC4, SC8, SS2	2.4.2, 14.1.3, 14.2.4, 14.3.2, 14.4.6	A3	3, 5		

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
J. Researching Key Careers							
1. Identify career clusters and careers related to family/individual health	1.4, 1.5, 1.7, 4.8	CA3, CA5, CA6; SS6	1.1.4, 1.1.6, 1.2.1, 3.1.3		3	A2	4.0.8
2. Assess personal characteristics and professional requirements for occupations related to family/individual health	1.1, 1.2, 1.3, 1.4, 1.10	CA1; SC3	1.2.1, 8.1.1, 8.1.2, 8.1.3	D16	3	A1	3.0.5
3. Investigate working conditions and income of specific careers	1.1, 1.2, 1.8, 4.8	CA1, CA4, CA5; HP5, HP6; MA1, MA3	1.2.7, 3.1.3, 8.1.2, 8.1.3	F4	1, 3	A2, B2	
4. Use effective communication techniques for multiple workplace situations	2.2, 2.6	CA6	1.2.3, 1.2.4	D3, D4	2, 3	G1	
5. Examine ethical and professional issues and responsibilities	1.2, [illegible], 4.4	CA6; HP6; SS6	1.1.1, 1.2.8, 14.1.5, 14.4.3		3	A2, F6	
6. Evaluate entrepreneurial options related to family/individual health	1.2, 1.5, 4.8		3.1.2, 7.1.2, 8.1.2, 14.1.5, 14.4.3	B14, F5	1, 3	A2, B2	

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Family/Consumer Resource Management							
Course Rationale: *To assist Missouri citizens in creating stable families, performance competencies in the Family/Consumer Resource Management course taught in Family and Consumer Sciences Education's programs enable students to: a) construct meaning through interpreting family values, needs, wants and goals; b) communicate effectively with family members and agencies that provide consumer products and services; c) solve problems that impact family resource management; and d) make decisions that contribute to economic stability and quality of life for families.*							
A. Assuming Leadership Roles as Responsible Family Members and Citizens							
1. Utilize FCCLA program(s) to address family/consumer resource issues	1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8	CA1, CA3, CA4, CA5, CA6; HP3, HP6; MA3, SC8; SS4, SS6, SS7	1.0, 2.0, 3.0, 6.0, 12.0, 13.0 2.1.2, 2.2.2, 2.4.2, 2.5.1	B13	3		0.0.4
2. Utilize leadership qualities and skills for problem solving	1.1, 1.2, 1.3, 1.5, 1.8, 1.10, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.8	CA1, CA3, CA6; SC8; SS6	1.0, 2.0, 3.0, 6.0, 12.0, 13.0 2.1.1, 2.4.2, 2.5.1	D5	2, 3		0.0.2, 0.0.4
B. Making Informed Choices							
1. Describe basic economic principles	1.2	SS4	2.5.1, 2.5.2, 2.5.3		3		
2. Identify consumer rights and responsibilities	1.2, 1.4, 1.6, 4.2	SS3	2.3.2, 2.5.2, 2.5.3		3		2.0.2
3. Identify informational resources	1.2, 1.3, 1.4, 1.6	CA3	2.3.2, 2.5.1		1, 3		2.0.2
4. Evaluate types of advertising	1.5	CA5; HP6	2.3.3, 3.2.5, 2.5.3		3		2.0.2
5. Compare methods of record keeping	1.2, 1.6, 1.8, 1.10		2.6.4	C2	3		
C. Developing Personal Skills							
1. Examine personal goals and values based upon wants and needs	1.2, 1.6, 4.5		2.1.1, 2.1.2, 2.5.1		1	A1	1.0.4, 2.0.1
2. Relate family goals, values, wants and needs	1.2, 1.6, 2.3, 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 4.1, 4.5		2.1.2, 2.5.1		2		0.0.1, 1.0.5, 2.0.1, 3.0.7
3. Apply a decision-making process	3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.5		13.4.3		2	A3	2.0.2, 3.0.7, 5.0.4
4. Assess personal resources	1.2, 3.3		2.1.2		1, 3		
5. Report fraudulent practices	1.7, 4.2, 4.3, 4.4, 4.7		2.3.1, 2.3.2, 2.3.3, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5		3		
D. Organizing a Budget							
1. Identify available financial resources	1.2, 1.3, 1.4, 1.6		2.5.1, 2.6.1		1		
2. Examine the importance of savings	1.2, 1.4, 1.6, 1.8	SS4	2.6.1	I6	3		3.0.7
3. Devise a budget based on financial needs and wants	1.2, 1.6, 1.8, 4.6	MA1	2.1.1, 2.1.2, 2.5.4, 3.3.1	D1	1		2.0.1
4. Evaluate and adjust budget	1.2, 1.5, 3.7, 3.8, 4.6	MA1, MA3	2.6.1	D1	1, 3		2.0.1
E. Utilizing Financial Services							

1. Examine banking services	1.2, 1.8, 4.2, 4.3	MA1, SS4	2.5.4, 2.6.1		3		3.0.7
2. Reconcile a bank statement	1.5, 1.7, 1.8, 2.7, 3.1	MA1	2.6.1, 2.6.2, 2.6.4	D1	3		3.0.7
3. Explain savings options	1.5, 1.6, 1.8, 3.8, 4.5	MA1	2.5.4, 2.6.1, 2.6.2, 3.3.4		3		3.0.7
4. Compare types of investments	1.2, 1.6, 1.8, 3.8, 4.5, 4.6	MA1, SS4	2.6.1, 3.3.4		3		3.0.7
5. Examine financial planning services	1.2, 1.8, 3.8, 4.5, 4.6	MA1	2.5.1, 2.6.1, 3.3.2, 3.4.2, 3.3.7		3		3.0.7
6. Determine insurance needs	1.2, 1.5, 1.6, 1.8, 4.3, 4.7		2.6.1, 2.6.2, 2.6.3		1, 3		3.0.7
F. Interpreting Taxes							
1. Identify types of taxes	1.2, 1.3, 1.4, 1.6		2.6.1, 2.6.4		3		
2. Describe the costs and benefits of taxation	1.2, 1.8, 4.2, 4.3	SS3	2.6.1, 2.6.4		3, 4		
3. Examine effects of taxes on income	1.2, 1.6, 3.8		2.6.1, 2.6.4	D1	3		
4. Outline types of financial records needed for taxes	1.8		2.6.1 .6.4		3		
5. Determine resources for tax preparation	1.2, 1.5, 1.8		2.6.1, 2.6.4	D15	1, 3		
G. Exploring Credit							
1. Examine types of credit	1.2, 1.3, 1.6, 1.8		2.6.2, 3.3.3	C3	3		3.0.7
2. Examine use of credit cards	1.2, 1.6, 1.8, 3.8, 4.2	MA1	2.1.2, 2.5.1, 2.6.2, 3.3.3		3		3.0.7
3. Investigate processes for establishing/improving a credit rating	1.1, 1.2, 1.4, 1.7, 1.8, 3.1, 3.4, 3.6, 3.8	MA1	2.6.2, 2.6.4, 3.3.3		3		3.0.7
H. Meeting Housing Needs							
1. Identify types of available housing	1.2, 1.3, 1.4, 1.6		2.1.5, 11.5.2		3		2.0.4
2. Compare and contrast renting and buying	1.2, 1.6, 1.8, 3.8, 4.1	MA1	2.1.5, 2.3.3, 2.6.4		3		2.0.4, 3.0.7
3. Plan for housing costs	1.8, 1.10, 3.8, 4.1	MA1	2.1.5		1, 3		2.0.4, 3.0.7
4. Identify legal aspects associated with housing	1.2, 1.4, 4.2		2.1.5, 2.6.4		3		2.0.4
5. Determine factors affecting housing choice	1.2, 1.4, 1.8, 3.1, 3.8	SS3, SS4, SS5	2.1.5		3		2.0.2, 2.0.3, 2.0.4, 3.0.7
I. Meeting Transportation Needs							
1. List advantages and disadvantages of available forms of transportation	1.2, 1.5, 1.8	SC8	2.1.8		3		
2. Determine purchase, operation and maintenance costs of vehicles	1.2, 1.4, 1.5, 1.6, 1.8, 3.6, 3.8, 4.5	MA1	2.1.8	D1, D15	1, 3		2.0.2, 3.0.7
3. Explain legal rights and responsibilities of vehicle ownership	4.2, 4.3	SS3	2.1.8, 2.6.4		3		
J. Meeting Clothing Needs							
1. Assess clothing values and quality	1.2, 1.6, 1.8, 3.8		2.1.4		3		2.0.7
2. Determine purchases based on values, needs, wants, resources and maintenance	1.2, 1.5, 1.6, 1.8, 3.3, 3.8, 4.1		2.1.4		1, 3		2.0.7

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
K. Meeting Food Needs							
1. Compare cost, quality, preparation time and skill required for various food products and services	1.2, 1.3, 1.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.6	MA1	2.1.3, 14.3.1, 14.3.3	D1, D6	1, 3		2.0.9, 2.0.10, 3.0.7, 4.0.5
2. Evaluate food claims	1.2, 1.7, 4.1	HP6	2.1.3, 14.1.3, 14.2.3, 14.2.4		3		2.0.9, 4.0.5
L. Meeting Health and Grooming Needs							
1. Determine factors for selecting health care services and providers	1.2, 1.5, 1.6, 1.8, 1.10, 3.8, 4.7	HP2, HP6	2.1.6, 15.3.1		3		4.0.8
2. Determine factors for selecting health-care coverage based on needs, cost and availability	1.2, 1.5, 1.6, 1.8, 3.8	SS4	2.1.6, 2.6.3		3		
3. Evaluate nutrient supplements, alternative health and grooming treatments, and health and grooming devices	1.7, 4.1, 4.7	HP2	2.1.3, 2.4.2, 14.2.3, 14.2.4		3		
4. Maintain a health record-keeping system	1.4, 1.8	HP5	2.1.6		3		4.0.8
M. Influencing Change in Environments							
1. Develop skills to affect public policy related to family/consumer resource management	1.2, 1.4, 1.7, 1.8, 1.10, 4.1, 4.5, 4.6	CA6, SS3	2.3.1, 2.3.2, 2.3.3	D12	2, 4		6.0.8
2. Analyze the impact of technology on individual and family lifestyles as related to family/consumer resource management	1.2, 1.3, 1.4, 1.8	HP6, SC8	2.4.1, 2.4.2, 2.4.3	E2	3, 5		
3. Utilize technology and other resources to influence change in family/consumer resource management	1.4, 1.10, 2.7	SC4, SC8, SS2	2.4.1, 2.4.2, 2.4.3	A3	3, 5		
N. Researching Key Careers							
1. Identify career clusters and careers related to family/consumer resource management	1.4, 1.5, 1.7, 4.8		1.1.1, 1.2.1, 2.1.1		3	A2	1.0.4, 3.0.5
2. Assess personal characteristics and professional requirements for occupations related to family/consumer resource management	1.1, 1.2, 1.3, 1.4, 1.10	SC3	1.2.1	D16	3	A1	3.0.5
3. Investigate working conditions and income of specific careers	1.1, 1.2, 1.8, 4.8	MA1	1.1.4, 1.2.7	F4	1, 3	A2, B2	
4. Use effective communication techniques for multiple workplace situations	2.2, 2.6	CA6	1.2.3	D3, D4	2, 3	G1	
5. Examine ethical and professional issues and responsibilities	1.2, 1.10, 4.4	CA6	1.1.1, 1.2.8		3	A2, F6	
6. Evaluate entrepreneurial options related to family/consumer resource management	1.2, 1.5, 4.8		3.1.2	B14, F5	1, 3	A2, B2	

MISSOURI COMPETENCY	Show-Me Goals	Show-Me Content Standards	National Standards	AAOI Objectives	SCANS Comp.	Employment Comp	Ohio Comp
Housing, Home Furnishings and Equipment							
Course Rationale: *To improve the quality of life for Missouri citizens, performance competencies in the Housing, Home Furnishings and Equipment course taught in Family and Consumer Sciences Education programs enable students to: a) construct meaning related to living environments; b) communicate effectively with family members and providers of environmentally related products and services; c) solve problems related to the physical, psychological and sociological influences that impact families in various living environments; and d) make the complex responsible decisions necessary to create desirable living*							
A. Assuming Leadership Roles as Responsible Family Members and Citizens							
1. Utilize FCCLA program(s) to address housing, home furnishings and equipment	1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8	CA4, CA5, CA6; FA1, FA2; MA4; SC8	1.0, 2.0, 3.0, 11.0, 13.0	B13	3		0.0.4
2. Utilize leadership qualities and skills for problem solving	1.1, 1.2, 1.3, 1.5, 1.8, 1.10, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.8	CA1, CA3, CA6; SC8; SS6	1.0, 3.0, 12.0, 13.0	D5	2, 3		0.0.2
B. Choosing a Living Environment							
1. Analyze needs, values and goals	1.8		11.6.1		3		2.0.1
2. Relate family lifestyles to housing expectations	1.6, 1.8	SS6	11.6.2, 11.6.4		2, 3		2.0.3, 2.0.4
3. Relate the life cycle to housing needs	1.6, 1.8	SS6	11.6.2, 11.6.4		3		2.0.4
4. Describe the components of the macro-environment to include quality of life, demographics, community, neighborhood, air and transportation	1.8	SC4; SS5, SS6	2.2.1, 2.2.2, 2.2.3, 2.2.4		3, 4		2.0.3
5. Recognize the types of housing	1.8	SC4; SS5, SS6	11.5.3		3		2.0.4
6. Relate the needs of special population's to housing	1.2, 1.10, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	SS5, SS6	11.6.1, 11.6.2, 11.6.3, 11.6.4	G6	3		2.0.3, 6.0.4
7. Identify social and environmental factors affecting housing costs and choices	1.2, 1.6, 1.9, 3.8	SS4, SS5	11.5.2		3		
8. Examine historical and social influences on architectural styles	1.1, 1.2, 1.4, 1.6, 1.9	FA5; SS2, SS5, SS6	11.5.3, 11.5.4		3		
C. Securing a Living Environment							
1. Investigate procedures and financial responsibilities for obtaining housing	1.1, 1.2, 1.5, 4.3	SS4	2.3.1, 2.3.2, 2.3.3, 2.6.4		3		2.0.4
2. Investigate legal responsibilities	1.1, 1.2, 1.5, 1.7, 4.2	SS3	2.3.1, 2.6.4, 11.8.1		3		2.0.4
3. Compare renting to buying	1.1, 1.2, 1.3, 1.4, 1.8		2.1.5, 2.6.4		3		2.0.2, 2.0.4
4. Identify factors related to moving	1.2	SS5	2.3.3, 2.6.4		3		2.0.4
D. Creating a Living Environment							
1. Apply elements and principles of design	1.9	FA2	11.2.1, 11.4.4		3		
2. Evaluate floor plans for individual and family needs	1.2, 1.5, 3.2, 3.3, 3.6, 3.7, 3.8		11.2.2, 11.2.3, 11.4.2, 11.6.1		1, 3		2.0.3

3. Explore materials and finishes	1.2, 1.3, 1.4, 1.6		11.3.1, 11.3.2, 16.2.2, 16.2.4		3		
4. Identify factors influencing selection of appliances	1.4, 1.8, 1.10, 3.8		11.3.1, 11.3.4	E2	3		2.0.5
5. Explore types and uses of lighting	1.2, 1.3, 1.4		11.2.3, 11.3.1		3		
6. Identify furniture styles	1.2, 1.3, 1.4		11.5.1, 11.5.3, 11.5.5		3		
7. Investigate selection of furniture and accessories	1.1, 1.2, 1.3, 1.4, 1.7, 1.10	MA2	11.3.3, 11.3.4		3		
8. Relate furnishings to budget	1.2, 3.8	MA1	11.3.3, 11.3.4, 11.6.2		3		
E. Maintaining the Living Environment							
1. Identify factors related to home safety and security	1.1, 1.2, 1.3, 1.6, 4.7	HP6	11.6.1		3		2.0.3
2. Determine maintenance, care and repair factors	1.1, 1.2, 1.4, 1.7		11.3.2, 16.2.2, 16.2.4		3		2.0.5
F. Influencing Change in Environments							
1. Develop skills to affect public policy related to housing, home furnishings and equipment	1.2, 1.4, 1.7, 1.8, 1.10, 4.1, 4.5, 4.6	CA4, CA6; SS3	2.3.1	D12	2, 4		6.0.8
2. Analyze the impact of technology on individual and family lifestyles as related to housing, home furnishings and equipment	1.2, 1.3, 1.4, 1.8	HP6; SC8	2.4.3, 11.5.5, 11.6.2	E2	3, 5		
3. Utilize technology and other resources to influence change in living environments	1.4, 1.10, 2.7	CA4, CA6; SC4, SC8, SS2	2.4.3, 11.4.6, 11.5.5, 11.6.3	A3	3, 5		
G. Researching Key Careers							
1. Identify career clusters and careers related to housing, home furnishings and equipment	1.4, 1.5, 1.7, 4.8	CA3, CA5, CA6; SS6	11.1.1		3	A2	
2. Assess personal characteristics and professional requirements for occupations related to housing, home furnishings and equipment	1.1, 1.2, 1.3, 1.4, 1.10		11.1.3	D16	3	A1	3.0.5
3. Investigate working conditions and income of specific careers	1.1, 1.2, 1.8, 4.8	CA1, CA4; MA1	11.1.4	F4	3	A2, B2	
4. Use effective communication techniques for multiple workplace situations	2.2, 2.6	CA1, CA6	11.1.1	D3, D4	2, 3	G1	
5. Examine ethical and professional issues and responsibilities	1.2, 1.10, 4.4	CA6; HP6; SS6	11.1.1, 11.8.4, 13.6.4		3	A2, F6	
6. Evaluate entrepreneurial options related to housing, home furnishings and equipment	1.2, 1.5, 4.8	CA3	11.1.2, 11.1.4, 11.8.1	B14, F5	1, 3	A2, B2	

Program Evaluation and Improvement

Evaluation is a tool that can be used to help teachers examine program goals and outcomes to improve student performance. Evaluation includes collecting information and making judgments from a wide variety of sources to facilitate planning, to aid in the improvement of programs, and to meet accountability demands.

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 resulted in the first major federal mandate for evaluation. The requirement focused on two concerns: to ensure that federal funds were being spent to address the needs of disadvantaged children, and to provide information to empower parents and communities to strive for improved education.

In the decade following the ESEA it became clear that local evaluation efforts were not meeting the federal expectations. When Title I was reauthorized in 1974, local data collection and reporting requirements were increased. School reform efforts during the 1990s also focused on program improvement and accountability. The Educate America Act of 1994 called for "world class" standards, assessment and accountability.

Why Evaluate

Evaluation procedures are tools for program improvement. It is through the process of evaluation that judgments are made and action plans are determined. Program evaluation data address the core indicators identified in the Missouri School Improvement Program. Evaluation data will define to what extent:

1. students have attained challenging state established academic vocational and technical skills;
2. students attained a high school diploma, equivalency, postsecondary degree or credential;
3. there was placement in, retention in, and completion of postsecondary education or advanced training, the military, or employment;
4. participation in and completion of vocational and technical programs leading to nontraditional employment.

In addition, a well planned evaluation can help answer questions such as: Who are the targeted audiences? What are the needs of the intended audience? What is being taught? To what extent have objectives been met? What factors contributed to successes and failures? How has instruction impacted on the target population? What changes and improvements should be made?

Program evaluation is a continuous process. It is almost impossible to separate the process of program planning from program evaluation. Many of the same needs, questions and processes are involved.

It is in the program planning stage that goals are defined. This is where the instructor identifies "what should be." The evaluation stage examines "what is." Strengths and weaknesses in the program become apparent by analyzing the difference between "what should be" and "what is." This is known as Gap Analysis. In a broad sense, evaluation is important to solve the following equation.

Gap Analysis Formula: what should be – what is = what needs to be done

In addition to the broad information provided through Gap Analysis, there are more direct goals for program evaluation. Some of them include:

- improving programs,
- assisting in making program decisions,
- validating program decisions,
- meeting accountability requirements, and
- promoting programs to targeted audiences.

What to Evaluate

A variety of program components contribute to student success in a direct or indirect way. Checklists can be developed based on these program components to assist in program evaluation.

Components for evaluation as noted and described in section 3 are:

- A Develops Relationships with Business, Industry, and the Community
- B Collaborates on Curriculum Development and Articulation
- C Supports Career and Technical Student Organizations and Activities
- D Promotes the Program
- E Organizes and Prepares for Instruction
- F Facilitates Instruction
- G Provides a Positive Learning Climate
- H Assesses Student Performance
- I Advises Students
- J Manages Tools, Equipment, Supplies, and Materials
- K Maintains Course Effectiveness
- L Performs Teaching Related Activities
- M Plans for Professional Development Activities

Whom to Involve

There are at least six essential sources to provide a full picture of the effectiveness of the program. Each source has a different interest in your program, or a different perspective. Sources include prospective and former students, parents, administrators, community groups, or potential employers for graduates of the program, and the program instructor(s).

How to Evaluate

This is the planning phase of evaluation. Goals are established, the target audience for reporting is identified, and the data collection instrument is developed.

There are two common approaches for program evaluation. The first approach is a formative evaluation that provides ongoing information throughout the year. This approach allows for "keeping score" to determine how the program plan is working and what changes need to occur during the year to keep the program on track. A formative evaluation is like a video tape playing scenes to show how the program is working day to day, or month to month.

Summative evaluation is the second approach. This method generally occurs once a year, and ends with a summary of the findings or an annual report. The summative approach is more like a snapshot or photograph that captures a moment in time.

Both approaches are useful for different purposes. The formative approach provides ongoing information. The summative approach summarizes the total events for the period of time selected. Match the evaluation approach to the intended audience.

Data from formative or summative evaluation may be qualitative or quantitative in nature. Qualitative evaluation data may come from student observations and open-ended feedback such as from an interview or focus group. It answers questions such as why and how. This type of data is based on perception and opinion. Quantitative methods yield data that is more consistent or uniform as from a survey, checklist, or test. This data answers questions of how much, or to what extent. Quantitative data is based on numerical measures or verifiable facts.

Define the Purpose and Scope of the Evaluation

Defining the purpose begins with deciding on the goals and objectives for the evaluation, and on the audience for the evaluation results. The goals and objectives may vary depending on whether the instructional program or curriculum being evaluated is new, or established. If the program is established, previous data can be compared to current data to measure any change. If the program is new, the benchmarks will need to be established that will signal improvement.

The scope does not answer the question of how the evaluation will be conducted, rather it answers the question of what will be examined. Defining the scope involves setting limits, and deciding on what parts of the program to focus.

Design the Evaluation and Data Collection Procedures

The design and data collection plan is actually a road map for carrying out the evaluation. An important part of the design is the development or selection of the instruments for collecting and recording the data needed to answer the evaluation questions. Data collection instruments may include recordkeeping forms, questionnaires, interview guides, tests, or checklists. Some data collection instruments are provided in this section, in other cases, new instruments will need to be created. In designing the instruments, the relevance of the items to the evaluation questions and the ease or difficulty of obtaining the desired data should be considered.

Develop a Written Evaluation Plan

A written plan describing the evaluation and data collection processes should be developed and kept on file. This plan should include a timeline for implementation.

Collect the Data

Data collection should follow the plan developed in the previous steps. Standardized procedures need to be followed so that the data are reliable and valid. The data should be recorded carefully so they can be tabulated and summarized during the analysis stage.

Some of the data sources that may prove useful include:

- Missouri School Improvement Program reports
- Program specific standards and checklists
- The district's Comprehensive School Improvement Plan
- The district's public report data
- Performance measures for vocational education programs
- Labor market and community needs assessments
- Student interest surveys
- Surveys of employers of graduates of vocational programs
- Advisory committee review of programs and recommendations
- Student satisfaction surveys
- Information from administrative/board reviews or evaluation
- Student follow-up studies

Analyze the Data and Prepare a Report

This involves tabulating, summarizing, and interpreting the collected data in such a way as to answer the evaluation questions. The evaluation will not be completed until an annual report has been written and the results communicated to the appropriate administrators and decision-makers. In preparing the report, the writer should be clear about the audience for whom the report is being prepared. Two broad questions need to be considered: (1) What does the audience need to know about the evaluation results? and (2) How can these results be best presented?

Different audiences need different levels of information. Administrators need general information for policy decision-making, while Advisory Committee members may need more detailed information which focuses on program activities and effects on participants. The report should address topics such as the goals of the evaluation; the procedures or methods used; the findings; and the implication of the findings, including recommendations for changes or improvements in the program.

The data will be analyzed to answer the evaluation questions specified in your evaluation plan. Therefore, the analysis will allow you or another evaluator to:

- describe the school and classroom environment;
- describe the characteristics of the students;
- describe the instructional objectives and activities;
- describe the outcomes;
- examine and assess the extent to which the instructional plan was followed;
- examine and assess the extent to which the outcomes met the instructional goals and objectives; and
- examine how the program environment, teachers, and the instructional program and methods affected the extent to which the outcomes were achieved, and how the program can be improved to achieve increased success.

Use the Evaluation Report for Program Improvement

The evaluation should not be considered successful until its results are used to improve instruction and student success. The evaluation may indicate that an instructional activity is not being implemented according to plan, or it may indicate that a particular curriculum is no longer relevant. If so, the evaluation identifies the appropriate changes for program improvement. Local strategies for addressing needed improvements should be identified and a written plan for addressing these should be developed.

Model Assessments

The following pages include some samples or models of assessments for critical thinking skills. Each assessment includes background information for the instructor, and student instructions or handout materials. Alignments are provided for each to reflect the goals and performance expectations defined in the Show-Me Standards, and the National Standards for Family and Consumer Sciences Education.

A scoring guide is provided for each assessment. The scoring guide may be used as is, or each may be modified to include additional criteria. Scoring guides provide students with the criteria and expectations for what they are being held accountable for knowing and being able to do. Research by Heidi Goodrich (1996), among others, on authentic assessment and on self-regulated learning points to the potential for scoring guides and self-assessment to support learning and skill development.

Other reasons Goodrich sites for using scoring guides include:

√ They help students and teachers define "quality."

√ When students use scoring guides regularly to judge their own work, they begin to accept more responsibility for the end product. It cuts down on the "am I done yet?" questions.

√ Scoring guides reduce the time teachers spend grading student work and makes it easier for teachers to explain to students why they got the grade they did and what they can do to improve.

√ Parents usually like the scoring guides concept, and they find them useful when helping with homework.

As students become more comfortable in using scoring guides, they will be able to help in creating them. When students can discuss a project or performance and describe the criteria or expectations for good work, that is critical thinking in action. Eventually students will be able to self-manage and self-assess the criteria necessary for good work.

Using Scoring Guides with Performance Assessments

The scoring guides in this section follow one format. Many variations are available. Some sources for references on creating scoring guides are provided in the *Bibliography*. A useful resource for developing scoring guides is *Rubrics: A Handbook for Construction and Use* edited by Taggart, Phifer, Nixon and Wood. This publication is available for free loan by contacting the MRCCTE at 1-800-392-7217 or at <http://mrccte.coe.missouri.edu>. A Request Form to order materials from the Resource Center is included at the end of section 3.

Sample
Scoring Guide

Lifetime Wellness Research

Criteria	5	3	1	Score
Collection of Health History	• Includes complete history • Turned in by due date	• Includes most information with minor pieces missing • Turned in by due date	• Have some information but lacks much	5 x 15 = 75
Analysis of Hereditary Problem	• Showed very good use of research in choosing topic	• Health history indicated topic was appropriate	• Used little health history to select topic	3 x 1 = 3
Ideas ❶	• The topic is clear; arguments and opinions relate to the topic; good use of detail to support ideas; reader questions are answered.	• The topic is too broad or too narrow to be developed; lacks support for ideas; transition from general topic to detail is weak; may stay on track with the topic, though lacks focus; all reader questions are not answered.	• Topic is unclear or several topics are addressed; ideas are not fully developed or supported with detail; does not meet length requirements; content is repetitious or rambling; most reader questions are not addressed.	5 x 9 = 45 ❸ Total Score 123 / 125

❷

❶ This column provides the criteria or parts of the assessment that the student is accountable for including. Some examples of criteria are: teamwork, time management, oral presentation, brochure, or report.

❷ These three columns define the levels of acceptable work. The mastery level (5) describes the quality of work that is expected - not above expectations. The descriptors for level 5 should include all of the aspects that demonstrate quality work. If the criteria is for a written report, level 5 descriptors should define what the expectations are for this report. The middle level (3) defines a good attempt at demonstrating learning or mastery. The student is on the right track, but may need a little more time or experience to improve. The lowest level (1) should also describe acceptable work. The student has made an attempt, though the attempt fell short or missed its mark. Level 1 should *not* define unacceptable quality. For example, it would be inappropriate to use a Level 1 descriptor such as failed to turn in report, or plagerized material. These are unacceptable behaviors; a student should not receive any points toward the assessment for failing to turn in anything or plagerizing material.

❸ This column evaluates the student's success. First determine if the criteria should be weighted so that some parts of the assessment are worth more points than other parts. In this example, more points are given for collecting data through the health history report than analysis of the information. The student must do more work to collect the health history information, and that effort is given more value by weighting this criteria. So, Collection of Health History is weighted 15, Analysis of Hereditary Problem is weighted 1, and Ideas is weighted 9. The instructor may decide how much to weight the assessments provided in this handbook. A blank is provided on each scoring guide for the instructor to fill in the weight and total points for each criteria.

The highest score that can be earned on this assessment is 125 points. To calculate the total score for an assessment, multiply the highest level score possible times the weight for that criteria, then add all the criteria for that assessment. Therefore in this example:

Scoring Guide

Level		Weight		Score
5	x	15	=	75
5	x	1	=	5
5	x	9	=	45
Total score				125

This Student

Level		Weight		Score
5	x	15	=	75
3	x	1	=	3
5	x	9	=	45
Total score				123

It is also helpful if model assignments can be shown that fall into each of the three levels. This helps students recognize good work, average work, and acceptable work for the assignment.

Food Safety and Sanitation in the Kitchen

Teacher Background Information

Foodborne illness may cause flu-like symptoms such as nausea, vomiting, diarrhea, or fever. Sometimes people may not recognize the illness is caused by bacteria or other pathogens on food. Most cases of foodborne illness can be prevented. Proper handling when cooking or processing of food destroys the harmful bacteria.

Thousands of types of bacteria are naturally present in our environment. Not all bacteria cause disease in humans. For example, some bacteria are used beneficially in making cheese and yogurt. Bacteria that cause disease are called "pathogens." When certain pathogens enter the food supply, they can cause foodborne illness.

Bacteria may be present on products when they are purchased. Raw meat, poultry, seafood, and eggs are not sterile. Neither is produce such as lettuce, tomatoes, sprouts, and melons. Foods, including safely cooked, ready-to-eat foods, can become cross-contaminated with bacteria transferred from raw products, meat juices or other contaminated products, or poor personal hygiene. Proper food handling ensures safe and sanitary kitchens.

Food safety and kitchen sanitation topics may include HACCP, food storage, cross-contamination, equipment sterilization, foodborne illnesses. These topics and others are presented through the internet addresses below:

The National Food Safety Database

http://www.foodsafety.org/index.htm

Iowa State University Food Safety Project

http://www.extension.iastate.edu/foodsafety/educate.html

US Dept of Health and Human Services

http://www.hhs.gov/news/press/2000pres/20000316a.html

Partnership for Food Safety Education

http://www.fightbac.org/steps/

Gateway to Government Food Safety Information

http://www.foodsafety.gov/~fsg/fsghaccp.html

USDA Foodborne Illness Education Information Center

http://www.nal.usda.gov/fnic/foodborne/wais.shtml

Higher Order Thinking Skills

Analysis: select resources for information on food safety and kitchen sanitation issues

Synthesis: demonstrate time management techniques, prepare and present an oral presentation regarding kitchen sanitation, develop procedures for sanitizing equipment/tools

Evaluation: recommend safe food handling and kitchen sanitation procedures

Contribution to Mastery

Process Skills:

PS/A-1, PS/A-2, PS/A-3

Content Competencies included:

Career and Family Leadership L-2, L-5, O-2

Child Care Provider/Assistant B-1, B-4

Food Science C-1, C-3, C-4, C-5, C-6, C-7, C-8, C-9, C-10

Nutrition and Wellness F-2, F-3

Show-Me Standards included:

H/P3; 1.10, 4.7

National Family and Consumer Sciences Education Standards

2.1.3, 5.3.1, 8.2.2, 8.2.5, 8.2.8, 8.3.3, 9.2.2. 9.2.5, 14.4.1, 14.4.2, 14.4.6

Food Safety and Sanitation in the Kitchen

Student Instructions

Scenario

You are an employee of Our Town Health Department. Your job is to inspect Family and Consumer Sciences classrooms for kitchen sanitation and safety compliance. Next week you will be working at your own high school. The Family and Consumer Sciences teacher has asked you to do a sanitation demonstration showing the students how quickly bacteria grows and the true cleanliness of kitchen lab surfaces. You have an entire class period to work with the students. You will need to discuss sanitation habits that students must practice in food labs.

Activity

As you prepare for your presentation, you will 1) make an agenda outlining the full presentation, 2) gather a list of current, reliable resources you can use and/or share with students, 3) prepare a 10-minute oral presentation about food safety or sanitation practices in a kitchen that focuses on one to three of the topics you would discuss in the full class period (kind of a mini-lesson), and 4) prepare a visual aid to support your oral presenation of safe food handling or sanitary kitchen procedures to prevent foodborne illness.

Product/Performance Expectations

Through this assignment you are expected to demonstrate:

- √ time management skills in researching and presenting information
- √ understanding of reliable sources of information on kitchen sanitation and food safety issues
- √ knowledge of food safety and kitchen sanitation procedures
- √ positive communication skills through an oral presentation
- √ good use of visual aids to support the oral presentation

Evaluation Criteria

- turn in an agenda outlining a presentation for the full class period, identify topics you would discuss during this timeframe, include a bibliography of at least three sources consulted
- a 10-minute oral presentation discussing one to three food safety or sanitation procedures
- one visual aid such as a chart or poster to support oral presentation

Your grade is based on the criteria listed on the scoring guide. This assignment is worth _______ points.

Name ____________________ Scoring Guide

Date ____________________

Food Safety and Sanitation in the Kitchen

Criteria	5	3	1	Score
Presentation Agenda	• Agenda is complete, neat, organized • Bibliography is included with at least three sources • All references are reliable sources • Topic is appropriate for food safety or kitchen sanitation	• Agenda is mostly complete, neat, somewhat organized • Bibliography is included with at least three reliable sources • Topic is appropriate, though may lack some important point	• Agenda is included, though incomplete or disorganized • Bibliography is included with reliability of one or more sources is questioned • Topic is appropriate though weak in development	___ x ___ = ________
Oral Presentation	• Outline of presentation followed • Made eye contact • Used voice expressively • Tone adds emphasis • Clear, concise, rich language Correct pronunciation	• Used outline for most of presentation • Made eye contact • Appropriate tone • Uses some distracting words or sounds (um), Pronounces words correctly most of the time • Comfortable eye contact	• No outline or lacked organization of presentation • Some eye contact made • Excessive use of oral distracters	___ x ___ = ________
Visual Aid	• Neat, attractive, no errors • Supports oral presentation and contributes to understanding • Provides accurate information and sources if needed	• No errors, neat • Provide some support to oral presentation • Conveys accurate information, though may lack citation for references	• Weak visual interest • Good visual aid, though not linked to oral presentation • Contained an error in factual information. Sources were cited	___ x ___ = ________
Time Management	• Used time efficiently to prepare assignments. • Set goals and followed a timeline to complete each phase of the project.	• Attempted to use time efficiently but sometimes lagged behind schedule. • Identified goals, though did not link goals to timeline.	• Made limited efforts to use time efficiently. • Failed to set a timeline for completing project.	___ x ___ = ________

Total Points = ____________

Comments:

Career Portfolio

Teacher Background Information

Students will develop a Career Portfolio. This is a way to compile student work while in high school. A portfolio serves as a record of achievements and provides documentation or proof.

Students compile or document their work and achievements. Students will investigate working conditions, training and education, job responsibilities, opportunities for advancement and related jobs as part of a career search. Students will use effective communication techniques for multiple workplace situations. Students will examine ethical and professional issues and responsibilities.

Materials Needed

Each student will need to provide:

Three-ring binder with front pocket

Ten divider pages

Higher Order Thinking Skills

Analysis: identify transferable work skills and personal interests; examine ethical and professional issues and responsibilities

Synthesis: select examples of work to include in the portfolio

Evaluation: review and judge the quality of their materials

Contribution to Mastery

Process Skills:

PS/A-3, PS/B-2, PS/C-1

Content Competencies included:

Career and Family Leadership V-2, V-3, W-1, W-2, W-3, X-2

Child Development, Care and Guidance J-1, J-2, J-3, J-6

Child Development, Care and Guidance (Advanced) A-9, A-11

Family/Consumer Resource Management N-1, N-2, N-3, N-6

Family/Individual Health J-1, J-2, J-3, J-6

Family Living and Parenthood B-1, B-3, C-1, H-1, H-2, H-3, H-6

Housing, Home Furnishings and Equipment G-1, G-2, G-3, G-6

Nutrition and Wellness I-1, I-2, I-3, I-6

Show-Me Standards included:

CA1, CA3, CA4, CA6, SC8, MA1

National Family and Consumer Sciences Education Standards

1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.2.8, 2.1.1

Career Portfolio

Student Instructions

Scenario

You are to begin developing a Career Portfolio. This is a way to compile your work and achievments while in high school. A portfolio serves as a record of what you have achieved. This portfolio will be a personal tool to help you begin to relate and focus your school studies to meet goals after graduation.

Activity

You will need to provide a three-ring binder with a front pocket for a cover sheet. Title the cover sheet "Portfolio" along with your name and school. A three-ring binder will make it easy to add or delete information as you continue through school. In developing the portfolio, you will need at least 10 divider sections. Each section should be updated each year to reflect your current job/ career interests and your involvement in classes, work, and activities. All work for this assignment must be completed on a computer.

Ten dividers are required for the following categories:

1. Resume
2. Honors, recognitions, good evaluations
3. Work experience
4. Samples of your work - information reports, newsletters, outlines, graphs, background research, career search
5. Extra-curricular activities and volunteer or service activities
6. Reading list - novels, technical material, magazines, or other reading you do
7. Autobiography - tell about yourself
8. Improvements, ideas, and action plans
9. Gratitudes or thank you notes (these can be samples of notes you have written or received)
10. Career development - keep information about specific careers that interest you along with personality inventories, interest surveys and other career related information.

PORTFOLIO

Susan Smith
My Town
High School

Product/Performance Expectations

Your Career Portfolio is a showcase of you, your work, and your goals for the future. You are expected to compile a portfolio that accurately reflects each of these areas. You will turn in your completed portfolio on : ________________

Each section must be addressed with complete information presented in a neat, organized manner. You are expected to demonstrate good written communication skills in preparing your portfolio.

Evaluation Criteria

Review the scoring guide for this assignment. Your portfolio will be evaluated basedon the following criteria:

- the finished portfolio is turned in on time
- all sections are included in a neatly organized format

  (*minimum* acceptable contents- resume, cover letter, examples of good evaluations, descriptions and examples of extra-curricular activities, reading list, autobiography of at least 500 words, two gratitudes or thank you letters, five career exploration worksheets, and one interest inventory or personality profile)
- good written communications such as spelling, grammar, punctuation, and clarity are used throughout
- effective use of technology to produce the portfolio materials
- the portfolio accurately and fully represents you and your goals

Your grade is based on the criteria listed on the scoring guide. This assignment is worth _______ points.

Name ____________________

Date ____________________

Scoring Guide

Career Portfolio

Criteria	5	3	1	Score
Time Management	• Used time efficiently to prepare assignment. • Set goals and followed a timeline to complete each phase of the project.	• Attempted to use time efficiently but sometimes lagged behind schedule. • Identified goals, though did not link goals to timeline.	• Made limited efforts to use time efficiently. • Timeline was effective for completing project.	____ x ____ = ________
Portfolio Format & Organization	• Format is well organized and appropriate • Reader can easily locate information	• Format is well organized, though design may not be appropriate for intended use • Reader can easily locate information	• Attempts were made to organize format, though improvement is needed • Reader must search to locate information	____ x ____ = ________
Written Communication Skills	• No spelling, grammar or punctuation errors • Neat appearance of materials • Information is clear and easy to under-stand by reader • Autobiography is a minimum of 500 words; complete; and interesting	• Fewer than 3 spelling, grammar or punctuation errors • Neat appearance of materials • Most information is easy to understand by reader • Autobiography is a minimum of 500 words	• 4 or more spelling, grammar or punctuation errors • Needs improvement in neatness of appearance • Some information is difficult to under-stand by reader • Autobiography is less than 500 words; or incomplete	____ x ____ = ________
Use of Technology	• Demonstrated computer skills to prepare portfolio contents • Maintained files to update portfolio as needed	• Demonstrated some computer skills to prepare portfolio contents • Maintained some of the files, but unable to modify the portfolio without some effort	• Lacked skill to effectively use a computer to prepare portfolio contents • Maintained some of the files, but unable to modify without substantial effort	____ x ____ = ________
Portfolio Content	• Included the minimum content requirements, plus additional relevant materials • Included reference letters from three sources • Goals are well defined and content of portfolio supports goals	• Included the minimum content requirements, plus additional materials, some may not be relevant • Included at least 2 reference letters • Goals are well defined and content of portfolio supports goals	• Included the minimum content requirements • Included at least 1 reference letter • Goals are either not clearly defined or content does not support goals	____ x ____ = ________

Total Points = ____________

Comments:

Safe and Healthy Learning Environments for Children

Teacher Background Information

Research and write a newsletter article informing parents about issues related to child safety. Topics may include: childproofing the home, preventing poisoning, first aid, prevention of childhood diseases/illnesses (immunizations) or other topics.

Based on knowledge of child safety, students will write a newsletter article for parents highlighting factual safety factors for providing a healthy, learning environment.

Higher Order Thinking Skills

Analysis: Examine safe procedures and predict questions parents may have.

Evaluation: Determine the information that is more valid or appropriate for parents.

Synthesis: Combine information collected from various sources into one article.

Contribution to Mastery

Process Skills:

PS/A-1, PS/B-2, PS/C-1, PS/C-2, PS/D-3

Content Competencies included:

Exploratory C22, C24, D20

Child Development, Care and Guidance D4, F2, F3, G1

Family/Individual Health D3, G1, G2, H1, H2

Family Living and Parenthood B-1, B-3, C-1, H-1, H-2, H-3, H-6

Show-Me Standards included:

HP2, HP7, CA1, CA6

National Family and Consumer Sciences Education Standards

4.4.5

Name ____________________ Scoring Guide

Date ____________________

Safe and Healthy Learning Environments for Children

Criteria	• 5	• 3	• 1	Score
Article Completed on Time	• Turned in on time	• Turned in on time but not complete	• Turned in after deadline	___ x ___ = ________
Mechanics	• No errors in grammar, punctuation, spelling, or usage	• 1-3 errors in grammar, punctuation, spelling, or usage	• More than 3 errors in grammar, punctuation, spelling, or usage	___ x ___ = ________
Article Quality	• Article is focused, clearly states issue and describes safe procedures • Information is logically organized and understandable • Issues is fully addressed and alternatives provided if appropriate • Considered at least 3 credible sources	• Clearly states issue though may wander from topic at times • Information lacks flow or organization • May not fully address all aspects of the issue • Based info on fewer than 3 credible sources	• Difficult to identify issue • Lacked credible sources for info • Skimmed the issue or omitted important facts	___ x ___ = ________
Article of Value to Parents	• Timely, relevant and age appropriate • Addressed parent concerns	• Lacked relevance to parent concerns • Issue more appropriate audience other than parents	• Lacked relevance to child health or safety issue • Inappropriate to age or stage of development	___ x ___ = ________
Article Contents	• Included at least three relevant quotes from credible sources • Cited sources correctly • Backed all opinions or ideas with facts	• Included at least one relevant quote from credible sources • Cited sources correctly • Some opinions and ideas were backed with facts	• Lacked relevant quotes • Article based on opinions without support	___ x ___ = ________

Total Points = ______________

Comments:

Lifetime Wellness Plan

Teacher Background Information

Student will identify how inherited traits and the environment affect health and wellness. Students will complete and analyze their health history to identify one health risk factor to further research. As a result of their research, students will then propose lifestyle changes to promote longevity. In addition, students will examine factual information /research and apply it to personal health and life decisions.

Health history forms are available on the Internet at:

<http://www.ama-assn.org/insight/gen_hlth/per_hlth/phhmain.htm> or <http://www.medhelpnet.com/historyform1.html>.

Higher Order Thinking Skills

Analysis: organize and research data; analyze health history

Synthesis: draw conclusions

Evaluation: evaluate lifestyle choices, propose lifestyle changes

Contribution to Mastery

Process Skills:

PS/B-2, PS/B-3

Content Competencies included:

Exploratory (full year): D-1, D-2, D-5, E-6

Career and Family Leadership: L-1, L-6, M-3, M-6

Child Development, Care and Guidance: C-4, C-5, F-1, F-3

Family/Individual Health: B-1, B-3, B-4, B-5, C-3, E-1, E-3, F-1, F-3, H-1, H-2

Nutrition and Wellness: C-5, D-1, D-3, D-4, D-5, D-7, E-6

Show-Me Standards included:

H/PE1, H/PE 2

National Family and Consumer Sciences Education Standards
14.2.2, 14.3.2

Lifetime Wellness Plan

Student Instructions

You will collect data about how inherited traits and environment may affect your health and wellness. You will complete and analyze your health history to identify one health risk factor to further investigate, and propose lifestyle changes you could make that would serve to promote longevity.

Activity

Interview family members to gather health history data. Fill out a family health history checklist. Analyze information and research family health issues of concern. Choose one health issue relevant to you that may be improved by a life style change. Research your selected conditions and discuss how lifestyle can make a difference according to current research.

Product/Performance Expectations

To effectively research your topic you will demonstrate the following skills:

- √ Questioning to identify an appropriate topic and gather data
- √ Planning to use time efficiently in gathering data and writing report
- √ Gathering useful, relevant, reliable information from credible sources
- √ Sorting facts and data to focus on only the relevant information
- √ Synthesizing or combining your research into a comprehensive, clear, interesting, and understandable report that includes a plan of action

This assignment requires that you gather data, select a relevant research topic, conduct good research about the topic, present your findings in a well-written report of 300-500 words including specific steps (an action plan) you could reasonably take to promote longevity.

Evaluation Criteria

Review the scoring guide for this assignment. You will need to turn in:

- the health history worksheet used to gather information from family members, which is due on _______________
- the Lifetime Wellness Plan and Research Form worksheets due on ______
- written research report, which is due on _______________

Your grade is based on the criteria listed on the scoring guide.

This assignment is worth _______ points.

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Patient Medical History

Date: ___/___/___ Name: ____

Age: ____ Birth Date: ___/___/___

MEDICAL DISEASES (please check or circle if you have/had it):

Diabetes __ Hypertension __ Heart condition __ Stroke __ Bleeding problems __
Rheumatoid arthritis __ Thyroid problems __ Depression __ Psychiatric disease __
Liver disease __ Kidney disease __ Seizure disorder __ Asthma __
Anesthesia complications __ Other (describe) ________________________

Have you ever been hospitalized for nonsurgical reasons? No __ Yes __

If yes, please give the dates, locations, and reasons for the hospitalizations:

____

____

Please list surgeries you have had, and the dates:

____

____

____

Do you: Smoke? Yes __ No __ Drink alcohol? Yes __ No __

FAMILY HISTORY: Cancer in the family? No __ Yes __ If yes, circle the type, and specify who has/had it:

Colon ________________ Ovary ________________ Breast ________________
Lung ________________ Other ________________

Is/was there anyone in your FAMILY with any of the following? (Circle the disease, and write next to it the afflicted person's relationship to you—e.g., mgm for maternal grandmother, etc.)

Diabetes ________ High blood pressure ________ Heart condition ________
Stroke ________ Bleeding problems ________ High cholesterol ________
Rheumatoid arthritis ___________ Thyroid problems ___________
Liver disease ________ Kidney disease ________
Psychiatric disease/depression ________ Other ________

CURRENT MEDICATIONS PRESCRIBED:

ALLERGIES: 1. ________________ 2. ________________ 3. ________________

Lifetime Wellness Plan

You have just completed a current assessment of your spiritual, emotional, intellectual, social, and physical functioning. It is now time to use the information you have gathered to formulate a wellness plan that demonstrates what you have learned about yourself. While completing this plan it is important to be as specific as possible. The purpose of this activity is to hone in on those areas in your life that are important for change.

1. Based on the assessments I have done, the health issues that I need to be most concerned about are:

2. Of those health concerns listed in the first question, the one I most need to act on is:

3. Possible actions that I can take to improve my level of wellness are: *(try to be specific)*

4. Of the items listed in question three, the one I most need to include in my plan is:

5. Factors I need to keep in mind in order to be successful in my action plan are:

Research Form

1. Name of disorder

2. Resources used

3. Characteristics of the disorder

4. Chances of developing the disorder (percent)

5. Long-term effects of disorder

6. Prevention/treatment of the disorder

7. Other risk factors

Name ____________________

Date ______________________

Scoring Guide

Lifetime Wellness Research

Criteria	5	3	1	Score
Collection of Health History	• Includes complete history • Turned in by due date	• Includes most information with minor pieces missing • Turned in by due date	• Have some information but lacks much	___ x ___ = ________
Analysis of Hereditary Problem	• Showed very good use of research in choosing topic	• Health history indicated topic was appropriate	• Used little health history to select topic	___ x ___ = ________
Ideas	• The topic is clear; arguments and opinions relate to the topic; good use of detail to support ideas; reader questions are answered.	• The topic is too broad or too narrow to be developed; lacks support for ideas; transition from general topic to detail is weak; may stay on track with the topic, though lacks focus; all reader questions are not answered.	• Topic is unclear or several topics are addressed; ideas are not fully developed or supported with detail; does not meet length requirements; content is repetitious or rambling; most reader questions are not addressed.	___ x ___ = ________
Organization of Research Report	• The introduction pulls the reader in; transitions are smooth and relevant; ideas are in sequence; conclusion is clear and concise.	• The introduction is clear though not compelling; transitions at times are bumpy or stray from main topic; sequencing shows some logic; conclusion is present though weak.	• The introduction is weak or lacking; sequencing of ideas is unclear or random; transitions are not present; conclusion is weak or lacking.	___ x ___ = ________
Voice of Research Report	• Tone engages the reader in the topic; shows understanding and respect for intended audience; reader is challenged to consider writer's idea or opinion.	• Tone is sincere, but does not fully engage the reader; lacks some understanding of the intended audience; writer sparks interest, but cannot sustain reader's attention.	• Tone seems indifferent to the reader; writing is monotone or mechanical; writer fails to connect or spark reader's interest; work fails to present a point of view.	___ x ___ = ________

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Sentence Clarity of Research Report	• Each sentence relates to the topic, and further develops the topic; sentences vary in length and beginnings; good use of transitions to tie sentences together.	• Sentences relate to the topic, though the flow may be rough; variety is attempted in length or beginnings; some transitions are used.	• Sentences are poorly constructed or rambling; sentence beginnings are repeated too often; transitions are weak or not used.	___ x ___ = --------
Appearance of Research Report	• Written paper is neat; margins, type size, type font, etc. are readable; good use of white space; easy to find title, subheadings, page numbers, bullets, etc.; charts, illustrations or graphics, if used, are integrated neatly and clearly.	• Written paper is neat; type size, type font, etc. are readable; white space may be crowded or margins too tight; title, subheadings, page numbers, bullets, etc. may be lacking or inconsistent; charts, illustrations or graphics, if used, interrupt text.	• Written paper lacks three or more of the following: neatness, margins, page numbers, bullets, title or subheadings; too many fonts are used or font size is difficult to read; charts, illustrations or graphics, if used, are confusing.	___ x ___ = --------

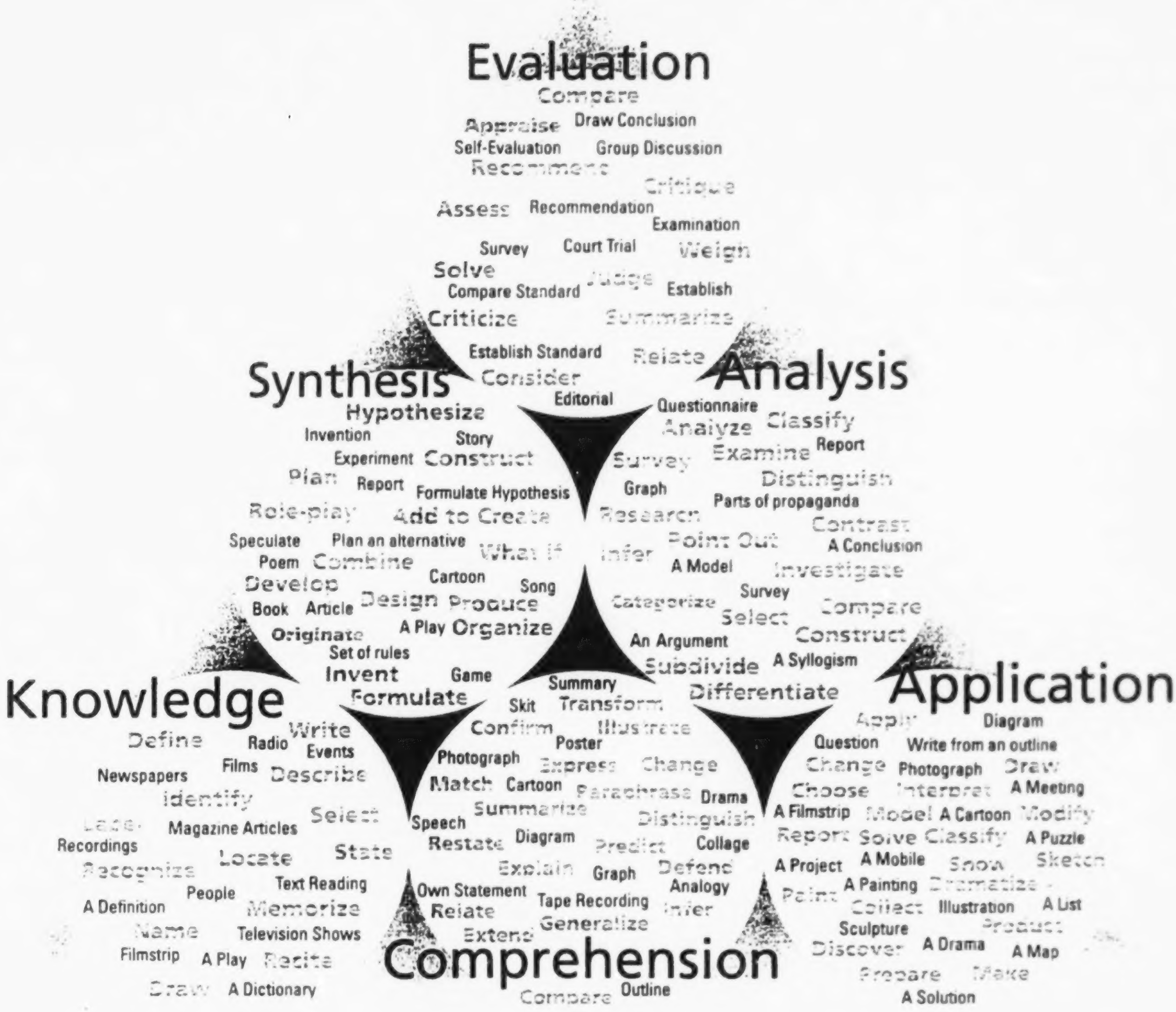
Total ______

Comments:

Appendix A

Higher Order Thinking Skills

Based on Bloom's Taxonomy of Educational Objectives


Evaluation
Compare
Appraise
Draw Conclusion
Self-Evaluation
Group Discussion
Recommend
Critique
Assess
Recommendation
Examination
Survey
Court Trial
Weigh
Solve
Judge
Compare Standard
Establish
Criticize
Summarize
Establish Standard
Relate
Consider
Editorial
Synthesis
Hypothesize
Invention
Story
Experiment
Construct
Plan
Report
Formulate Hypothesis
Role-play
Add to Create
Speculate
Plan an alternative
What If
Poem
Combine
Develop
Cartoon
Song
Book
Article
Design
Produce
Originate
A Play
Organize
Set of rules
Invent
Game
Formulate
Analysis
Questionnaire
Analyze
Classify
Report
Examine
Survey
Distinguish
Graph
Parts of propaganda
Research
Contrast
Point Out
A Conclusion
Infer
A Model
Investigate
Survey
Categorize
Select
Compare
Construct
An Argument
Subdivide
A Syllogism
Differentiate
Knowledge
Write
Define
Radio
Events
Films
Newspapers
Describe
Identify
Label
Magazine Articles
Select
Recordings
State
Locate
Recognize
Text Reading
People
A Definition
Memorize
Name
Television Shows
Filmstrip
A Play
Recite
Draw
A Dictionary
Summary
Skit
Transform
Confirm
Illustrate
Poster
Photograph
Express
Change
Match
Cartoon
Paraphrase
Drama
Summarize
Speech
Distinguish
Restate
Diagram
Predict
Collage
Explain
Graph
Defend
Own Statement
Analogy
Relate
Tape Recording
Infer
Extend
Generalize
Comprehension
Compare
Outline
Application
Apply
Diagram
Question
Write from an outline
Change
Photograph
Draw
Choose
Interpret
A Meeting
A Filmstrip
Model
A Cartoon
Modify
Report
Solve
Classify
A Puzzle
A Project
A Mobile
Show
Sketch
Paint
A Painting
Dramatize
Collect
Illustration
A List
Sculpture
Product
Discover
A Drama
A Map
Prepare
Make
A Solution

Bloom, B.S. (1956) *Taxonomy of Educational Objectives. Handbook 1: Cognitive Domain.* New York: Longmans, Green, & Co.

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Appendix B

Strategy List: 35 Dimensions of Critical Thought

(formally named)

- A. Affective Strategies S-1 thinking independently
  - S-2 developing insight into egocentricity or sociocentricity
  - S-3 exercising fairmindedness
  - S-4 exploring thoughts underlying feelings and feelings underlying thoughts
  - S-5 developing intellectual humility and suspending judgment
  - S-6 developing intellectual courage
  - S-7 developing intellectual good faith or integrity
  - S-8 developing intellectual perseverance
  - S-9 developing confidence in reason
- B. Cognitive Strategies - Macro-Abilities
  - S-10 refining generalizations and avoiding oversimplifications
  - S-11 comparing analogous situations: transferring insights to new contexts
  - S-12 developing one's perspective: creating or exploring beliefs, arguments, or theories
  - S-13 clarifying issues, conclusions, or beliefs
  - S-14 clarifying and analyzing the meanings of words or phrases
  - S-15 developing criteria for evaluation: clarifying values and standards
  - S-16 evaluating the credibility of sources of information
  - S-17 questioning deeply: raising and pursuing root or significant questions
  - S-18 analyzing or evaluating arguments, interpretations, beliefs, or theories
  - S-19 generating or assessing solutions
  - S-20 analyzing or evaluating actions or policies
  - S-21 reading critically: clarifying or critiquing texts
  - S-22 listening critically: the art of silent dialogue
  - S-23 making interdisciplinary connections
  - S-24 practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives
  - S-25 reasoning dialogically: comparing perspectives, interpretations, or theories
  - S-26 reasoning dialectically: evaluating perspectives, interpretations, or theories
- C. Cognitive Strategies - Micro-Skills
  - S-27 comparing and contrasting ideals with actual practice
  - S-28 thinking precisely about thinking: using critical vocabulary
  - S-29 noting significant similarities and differences
  - S-30 examining or evaluating assumptions
  - S-31 distinguishing relevant from irrelevant facts
  - S-32 making plausible inferences, predictions, or interpretations
  - S-33 giving reasons and evaluating evidence and alleged facts
  - S-34 recognizing contradictions
  - S-35 exploring implications and consequences

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Process Skill A Competencies:

1. Define practical problems families and individuals face in everyday work and family life. (PS/A-1)
2. Identify the types of practical problems families and individuals frequently face. (PS/A-2)
3. Apply individual values and goals to decision-making. (PS/A-3)

Managing Work and Family Life
Process Skills Scoring Guide

Steps to Mastery	Achieving (Mastered)	Growing (Requires Supervison)	Learning (Not Mastered)	Score
Identify Values	-Clearly identifies values. -Consistently applies values to decision-making. -Accepts that others may have differing values.	-Clearly identifies values. -Usually applies values to decision-making.	-Identifies values but does not apply them to decision-making.	
Consider Opinions of Others	-Lists several opinions and links them to values. -Analyzes each option in relation to resources. -Evaluates opinions based on the extent to which they rely on facts.	-Selects an alternative and justifies choice based on values. -Considers possible consequences of each option before making choice.	-Lists some possible opinions but does not link them to values.	
Select Alternatives	-Selects an alternative and justifies choice based on values. -Considers all consequences before making a choice. -Uses a decision-making matrix to evaluate decisions involving many alternatives.	-Selects an alternative and justifies choice based on values. -Considers possible consequences of each option before making choice.	-Selects an alternative, but cannot justify choice based on values.	
Evaluate Actions	-Explains whether the goal was met. -Reflects on how other options might have turned out. -Considers this decision for similar situations.	-Explains whether the goal was achieved. -Reflects on how other options might have turned out.	-Explains whether the outcome was appropriate.	

Score Guide: 3-Mastered; 2-Requires Supervision;
1-Not Mastered; N-No Exposure.

Total Points: ______

Total Possible Points: ______

Process Skill B Competencies:

1. Identify characteristics of a respectful relationship. (PS/B-1)
2. Demonstrate effective communication skills. (PS/B-2)
3. Examine the consequences of actions for self and others. (PS/B-3)
4. Apply conflict resolution techniques when needed for consensus. (PS/B-4)

Building a Respectful Relationship
Process Skills Scoring Guide

Steps to Mastery	Achieving (Mastered)	Growing (Requires Supervison)	Learning (Not Mastered)	Score
Use Active Listening Skills	-Listens carefully; makes eye contact; provides feedback. -Asks questions to clarify meaning. -Summarizes the content of the speaker's message for understanding.	-Listens carefully without interrupting. -Makes eye contact; provides good nonverbal feedback.	-Listens carefully without interrupting.	
Express Concern for Others	-Empathizes with those who have different ideas. -Accepts individual differences. -Expresses feelings and thoughts with words and actions.	-Empathizes with those who have different feelings, knowledge and abilities. -Accepts individual differences, though lacks concern.	-Displays limited tolerance for those who have different feelings, knowledge, and abilities.	
Participate in Respectful Relationships	-Thoughts and ideas are clearly presented. -Assists others in clarifying meaning. -Reaches out to others who are hesistant to share ideas and assists them in organizing their thoughts.	-Shares thoughts fully and ideas are clearly presented. -Assists others in clarifying meaning to increase understanding.	-Speaks words clearly, but thoughts may be disorganized or incomplete.	
Explore Meaning and Shared Goals	-Clarifies expectations before making choices. -Works to identify common goals. -Compromises with consideration for others.	-Questions and clarifies meaning or expectations before reviewing possible alternatives. -Works to identify common goals.	-Prefers clear, concrete direction with little or no discussion of alternatives.	

Score Guide: 3-Mastered; 2-Requires Supervision;
1-Not Mastered; N-No Exposure.

Appendix C

Process Skill C Competencies:

1. Demonstrate practical problem-solving skills. (PS/C-1)
2. Evaluate consequences of possible solutions for self and others. (PS/C-2)
3. Compare and contrast practical problem-solving techniques to other problem-solving strategies. (PS/C-3)

Solving Practical Problems
Process Skills Scoring Guide

Steps to Mastery	Achieving (Mastered)	Growing (Requires Supervison)	Learning (Not Mastered)	Score
Identify the Problem	-Identifies the problem to be solved. -Considers self and others in the desired solution. -Identifies complications that must be resolved.	-Identifies the problem to be solved. -Considers self and others in the desired solution.	-Identifies the problem to be solved.	
Examine the Facts and Information	-Consults several resources, and evaluates the credibility of each. -Selects resources that provide factual and/or value information. -Seeks enough resources to provide a balance of information.	-Consults several resources and evaluates the credibility of each. -Selects resources that provide factual and/or value information.	-Consults several resources, but does not evaluate reliability.	
Consider the Consequences of Options for Self and Others	-Considers several options including the consequences for self and others. -Analyzes each option's ability to resolve the issue. -Weighs each option against the consequences.	-Considers two or more options and identifies consequences for self. -Analyzes each option's ability to resolve the issue.	-Considers only one or two options with no regard for the possible consequences.	
Implement a Plan of Action	-Selects one option and explains how the choice will achieve the desired outcome. -Considers ethical and logistical issues. -Evaluates results and actions.	-Selects one option and explains how the choice will achieve the desired outcome. -Considers ethical and logistical issues.	-Selects one option with no consideration of actions needed to implement choice.	

Score Guide: 3-Mastered; 2-Requires Supervision;
1-Not Mastered; N-No Exposure.

Total Points: ______

Total Possible Points: ______

Process Skill D Competencies:

1. Define the roles of a responsible family member and citizen. (PS/D-1)
2. Demonstrate positive leadership skills. (PS/D-2)
3. Compare and contrast the duties of a responsible family member and citizen. (PS/D-3)

Assuming a Leadership Role
Process Skills Scoring Guide

Steps to Mastery	Achieving (Mastered)	Growing (Requires Supervison)	Learning (Not Mastered)	Score
Select Planning Goals	-Involves others in the group in establishing a goal. -Encourages others to accept the goal. -Uses the goal to set a plan of action for self and group.	-Involves others in the group in establishing a goal. -Encourages others to accept the goal.	-Determines goal for the group.	
Build Consensus	-Empathizes with other group members. -Actively seeks input from others. -Considers perspectives of others and involves the group in plan of action.	-Empathizes with other group members. -Actively seeks input from others.	-Listens to input given by members.	
Recommend Methods for Achieving Goals	-Guides the group in work to achieve goal. -Encourage cooperation among group members. -Motivates members to participate in working toward goal.	-Motivates some group members to work toward goal. -Attempts to encourage cooperation among group members.	-Independently works to achieve goals.	
Apply Leadership Goals	-Applies all leadership styles, but has trouble matching the strategy to the situation. -Accepts responsibility for success and failure, while encouraging participation. -Serves as a leader role member for other members.	Applies all leadership styles, but has trouble matching the strategy to the situation. -Accepts responsibility for success and failure, while encouraging participation.	-Applies one or two leadership styles consistently.	

Score Guide: 3-Mastered; 2-Requires Supervision; 1-Not Mastered; N-No Exposure.

Total Points: _______

Total Possible Points: _______

Appendix D

SHOW-ME STANDARDS

The new educational goals and standards are a result of the Outstanding Schools Act of 1993, which calls on Missouri citizens and educators . . . to define appropriate, rigorous expectations for children's learning. Committees of teachers, citizens, parents, lawmakers and state officials have been working on the proposed goals and standards since then. The goals and standards listed below were approved as a final regulation by the Missouri State Board of Education, January 18, 1996, and are available through the Missouri Department of Elementary and Secondary Education's home page. <http://services.dese.state.mo.us/standards/goal1.html>

Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to:
1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to:
1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to:
1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

Appendix D

Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to:
1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Communication Arts (CA)

In Communication Arts, students in Missouri public schools will acquire a solid foundation whichincludes knowledge of and proficiency in:
1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Fine Arts (FA)

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of::
1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education (HP)

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of::
1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

Mathematics (MA)

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science (SC)

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies (SS)

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of :

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Appendix E

ALL ASPECTS OF THE INDUSTRY

Recent national legislation requires that vocational education programs provide a strong experience in "all aspects of the industry" (AAOI) for industries that students are preparing to enter. AAOI's ultimate goal is to give future workers a sense of the issues involved in the world of work. Such knowledge can empower future workers to make informed decisions about their career paths. This knowledge can also allow workers to make meaningful contributions to the industry, instead of performing mindlessly like another piece of equipment. The main areas of AAOI include:

- Planning
- Management
- Finance
- Technical and Production Skills
- Principles of Technology
- Labor and Community Issues
- Health/Safety/Environment
- Personal Conduct

Duty Bands and Objectives

A. Planning

A1 Describe why industries respond to customer wants and expectations.
A2 List differences in how companies deliver products versus delivering services.
A3 Describe ways a worker can influence company decision-making.
A4 Identify benefits in anticipating technology and market trend changes.
A5 Identify an example of how regulatory laws can impact how a business operates.
A6 Identify an example of how a political organization can impact how a company operates.

B. Management

B1 Identify key components of a company "mission statement."
B2 Identify how a corporate "chain of command" works.
B3 Describe the significance of a company's "corporate culture."
B4 Describe how a company organizes its departments.
B5 List typical ways company departments communicate.
B6 Cite examples of why a worker should adjust to different management styles.
B7 Cite an example of how companies are dependent on the national economy.
B8 Cite an example of how a company is dependent upon the local economy.
B9 Describe the importance of achieving internal and external customer satisfaction.
B10 Identify examples of how cultural diversity can affect an industry.
B11 Identify key differences in how private companies and government agencies operate.
B12 List reasons why written policies are used in industry.
B13 Identify resources available from professional organizations.
B14 Identify how roles and responsibilities in a family business are different than in larger companies.
B15 List benefits a worker can get by participating in meetings.
B16 List key differences in how a family farm operates versus how another small business operates.
B17 Describe how a company's marketing affects all its employees

C. Finance

C1 List typical ways a business obtains capital.
C2 Describe the importance of accounting in a business.
C3 Describe key implications for a company which grants credit.
C4 Describe how a company estimates and bids for a contract.
C5 Describe how paycheck deductions affect a worker.
C6 Describe the importance of cost containment in a company.

D. Technical and Production Skills

D1 Demonstrate a basic math ability.
D2 Demonstrate the capability to measure quickly and accurately.
D3 Demonstrate the ability to speak and write the English language effectively.

D4 Demonstrate the ability to listen effectively.
D5 Demonstrate the ability to use effective negotiation skills.
D6 Demonstrate the ability to manage time effectively.
D7 Demonstrate the ability to read blueprints and drawings.
D8 Demonstrate the ability to perform basic computer operation.
D9 Describe the importance of deadlines and schedules.
D10 Demonstrate the ability to use team player skills.
D11 Demonstrate the ability to use supervisory and delegation skills.
D12 Demonstrate the ability to utilize good public speaking skills.
D13 Describe the importance of using troubleshooting techniques.
D14 Cite one example of a job that is inter-related with another job.
D15 Demonstrate the ability to obtain technical information.
D16 Identify certification requirements for a specific job.

E. Principles of Technology

E1 Describe the key characteristics of the technology used in your industry.
E2 Describe the importance of analyzing new equipment for possible use.
E3 Describe the importance of continuously upgrading one's job skills.
E4 Describe the importance of adaptability and learning from experience.
E5 Describe the importance of acquiring and analyzing information effectively and making sound decisions.
E6 Describe the importance of cross-training.

F. Labor

F1 Describe the importance of a written job description.
F2 Describe the importance of knowing your rights as a worker.
F3 Describe the role labor organizations play in your industry (if any).
F4 List advantages/disadvantages of hourly and salaried pay.
F5 List differences between being a self-employed worker and a worker employed by a company.
F6 Describe the importance of participating in quality enhancement programs.
F7 Describe the importance of understanding why a worker is asked to occasionally work longer hours.
F8 Describe the importance of cultural sensitivity.

G. Community

G1 Describe the importance of recognizing a worker should contribute special skills through volunteer work.
G2 Identify key ways a company helps its community.
G3 Identify key ways a community helps a company.
G4 Identify an impact of buying outside the community.
G5 Describe how a company's public perception is important.
G6 Describe the importance of providing for the access needs of the physically challenged.

H. Health, Safety and Environment

H1 Describe the importance of complying with federal agency regulations.
H2 Describe why it is important to avoid job-specific health threats.
H3 Read and comprehend major components of a Material Safety Data Sheet.
H4 Identify basic safety training (tornado, fire, first aid) techniques.
H5 Describe the importance of participating in preventive medicine programs.
H6 Describe the importance of handling stress effectively.
H7 Describe the importance of good workplace ergonomics.
H8 Identify any effects weather could have on an industry.
H9 Describe the importance of management's responsibility for a safe workplace.

I. Personal Conduct

I1 Describe the importance of recognizing the dignity of all work.
I2 Describe the importance of producing quality and effective work.
I3 Describe the importance of being fit for duty (no drugs, no alcohol).
I4 Describe the importance of exhibiting good attitude, enthusiasm, integrity.
I5 Describe the importance of exhibiting good grooming and appearance.
I6 Describe the importance of good personal financing.

Source: All Aspects of the Industry (65-9000-I). University of Missouri-Columbia: Instructional Materials Laboratory, 1994.

Appendix F

SCANS COMPETENCIES

SCANS foundation skills identified by the U.S. Department of Labor describe generic skills needed by nearly everyone. The SCANS competencies, however, are more specific in nature and are listed below. (SCANS is the acronym for the Secretary [of Labor]'s Commission on Achieving Necessary Skills.)

1. **Resources**
   Allocates time
   Allocates money
   Allocates material and facility resources
   Allocates human resources

2. **Interpersonal**
   Participates as a member of a team
   Teaches others
   Serves clients/customers
   Exercises leadership
   Negotiates to arrive at a decision
   Works with cultural diversity

3. **Information**
   Acquires and evaluates information
   Organizes and maintains information
   Interprets and communicates information
   Uses computers to process information

4. **Systems**
   Understands systems
   Monitors and corrects performance
   Improves and designs systems

5. **Technology**
   Selects technology
   Applies technology to task
   Maintains and troubleshoots equipment

Appendix G

CORE EMPLOYMENT COMPETENCIES

In 1992, three Missouri agencies co-published the Pre-Employment and Work-Maturity Competencies: A Guide for Practitioners. The Missouri competencies identified in the practitioner's guide are endorsed by all three agencies: the Missouri Department of Elementary and Secondary Education, the Department of Labor and Industrial Relations, and the Department of Economic Development. The list includes seven core competencies and related employability skills. Locally developed learner outcomes may, of course, be added, and local groups are encouraged to utilize the identified state competencies for development of their own pre-employment and work maturity skills.

A. Making Career Decisions
A1. Perform self assessment
A2. Explore occupational information
A3. Perform decision-making process

B. Using Labor Market Information
B1. Identify sources of information
B2. Use labor market information

C. Preparing a Resume
C1. Collect resume data
C2. Develop a resume

D. Completing the Job Application Process
D1. Prepare letters of inquiry
D2. Provide accurate educational data
D3. Provide accurate work history data
D4. Provide accurate personal data
D5. Provide accurate reference information
D6. Fill out job application form

E. Demonstrating Effective Interviewing Skills
E1. Present proper appearance
E2. Prepare for interview
E3. Greet the interviewer
E4. Participate in the interview
E5. Respond to interview closure
E6. Prepare a letter of follow-up

F. Demonstrating Knowledge of the Proper Work Attitudes and Behaviors
F1. Be dependable
F2. Be punctual
F3. Maintain a positive attitude and behavior
F4. Complete tasks effectively with or without supervision
F5. Practice good grooming and personal hygiene
F6. Recognize legal issues in the workplace

G. Demonstrating Knowledge of Effective Interpersonal Skills
G1. Communicate with others
G2. Maintain relationships with others

Appendix H

WORK AND FAMILY LIFE OCAP (Ohio's Competency Analysis Profile)

Unit 0: Process Competencies
0.0.1: Managing work and family responsibilities for the well- being of self and others
0.0.2: Applying problem-solving process to personal and family problems for well-being of self and others
0.0.3: Relating to others in positive, caring ways
0.0.4: Assuming leadership role as a responsible family member and citizen

Unit 1: Personal Development
1.0.1: Enhance personal development of self and others throughout the life span
1.0.2: Enhance self-esteem of self and others
1.0.3: Manage stressful situations
1.0.4: Formulate plan to achieve career goals
1.0.5: Form healthy, caring relationships with family members
1.0.6: Form healthy, caring relationships with peers
1.0.7: Manage conflict
1.0.8: Choose ways to express sexuality responsibly
1.0.9: Evaluate importance of responsible parenting for individuals, families, and society

Unit 2: Resource Management
2.0.1: Manage resources to achieve personal goals
2.0.2: Make informed consumer choices for the well-being of self and others
2.0.3: Create a living environment that supports the well- being of individuals and families
2.0.4: Evaluate types of housing in relation to the family life cycle, lifestyle, values, goals, and resources
2.0.5: Maintain a living environment that supports the well- being of self and family
2.0.6: Identify ways to take responsibility for living in a global environment
2.0.7: Make decisions related to selecting, obtaining, and maintaining clothing for self and family
2.0.8: Maintain clothing for self and family
2.0.9: Plan food choices that meet health needs of individuals and families
2.0.10: Prepare and serve nutritious foods

Unit 3: Life Planning
3.0.1: Develop a life-management plan
3.0.2: Care for self and others to ensure wellness
3.0.3: Build and maintain constructive interpersonal relationships
3.0.4: Build and maintain strong, functional families
3.0.5: Develop strategies for lifelong career planning
3.0.6: Coordinate personal and career responsibilities for well- being of self and others
3.0.7: Establish a plan for using resources to meet individual and family needs and goals

Unit 4: Nutrition and Wellness
4.0.1: Make choices that promote wellness and good health for self and others
4.0.2: Analyze interrelationship between food choices and wellness
4.0.3: Evaluate relationship between psychological and social needs and food choices
4.0.4: Plan strategies for choosing foods that promote wellness
4.0.5: Obtain and store food for self and family

4.0.6: Prepare and serve nutritious meals and snacks
4.0.7: Select and use equipment for food preparation
4.0.8: Identify strategies to promote optimal nutrition and wellness of society

Unit 5: Family Relations
5.0.1: Analyze the significance of the family
5.0.2: Nurture human development in the family throughout the life span
5.0.3: Analyze factors related to forming one's own family
5.0.4: Analyze factors that build and maintain healthy family relationships
5.0.5: Develop communication patterns that enhance family relationships
5.0.6: Deal effectively with family stressors, conflicts, and crises
5.0.7: Manage work and family roles and responsibilities
5.0.8: Analyze social forces that influence families across the life span

Unit 6: Parenting
6.0.1: Assess impact of the parenting role in society
6.0.2: Value responsibility for personal growth within the parenting role
6.0.3: Prepare for a healthy emotional and physical beginning for parent(s) and child(ren) (e.g., birth, adopted, foster, blended families)
6.0.4: Meet developmental needs of children and adolescents
6.0.5: Build positive parent-child relationships
6.0.6: Use positive guidance and discipline to promote self- discipline, self-esteem, and socially responsible behavior in children and adolescents
6.0.7: Access sources of parenting information, support, and assistance
6.0.8: Plan ways that families and society can share in nurturing children and adolescents

Appendix I

National Standards For Family And Consumer Sciences Education

CAREER, COMMUNITY, AND FAMILY CONNECTIONS

1.0 Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.

1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
  1.1.1 Examine policies, issues, and trends in the workplace and community that impact individuals.
  1.1.2 Analyze the impact of social, economic, and technological change on work and family dynamics.
  1.1.3 Analyze ways that individual career goals can enhance the family's capacity to meet goals for all family member's.
  1.1.4 Analyze the potential impact of career path decisions on balancing work and family.
  1.1.5 Determine goals for lifelong learning and leisure opportunities for all family members.
  1.1.6 Determine skills and knowledge needed to develop a life plan for achieving individual, family, and career goals.

1.2 Demonstrate transferable and employability skills in community and workplace settings.
  1.2.1 Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.
  1.2.2 Demonstrate job seeking and join keeping skills.
  1.2.3 Apply communication skills in community and workplace settings.
  1.2.4 Demonstrate teamwork skills in communication and workplace settings.
  1.2.5 Examine the strategies to manage the impact of changing technologies in workplace settings.
  1.2.6 Demonstrate leadership skills and abilities in the workplace and community.
  1.2.7 Examine factors that contribute to maintaining safe and healthy work and community environments.
  1.2.8 Demonstrate work ethics and professionalism.

1.3 Analyze the reciprocal impact of individual and family participation in community activities.
  1.3.1 Examine goals that support individuals and family members in carrying out community and civic responsibilities.
  1.3.2 Arrange a plan for individuals and families to select and develop skills in community activities.
  1.3.3 Determine skills that provide beneficial services to the community.
  1.3.4 Examine community resources and systems of formal and informal support available to individuals and families.
  1.3.5 Examine the impact of public policies, agencies, and institutions on the family.

CONSUMER AND FAMILY RESOURCES

2.0 Evaluate management practices related to the human, economic, and environment recourses.

2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
  2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
  2.1.2 Examine how individuals and families make choices to satisfy wants and needs.
  2.1.3 Implement decisions about providing safe and nutritious food for individuals and families.
  2.1.4 Implement decisions about purchasing, creating, and maintaining clothing.
  2.1.5 Implement decisions about housing and furnishings.
  2.1.6 Examine information about procuring and maintaining health care to meet the needs of individuals and family members.
  2.1.7 Implement decisions about recreational needs.

2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.

2.2 Analyze the relationship of the environment to family and consumer resources.
2.2.1 Determine individual and family responsibility in relation to theenvironmental trends and issues.
2.2.2 Examine environmental trends and issues affecting families and future generations.
2.2.3 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.
2.2.4 Investigate government regulations for conserving

2.3 Analyze policies that support consumer rights and responsibilities.
2.3.1 Examine state and federal policies and laws providing consumer protection.
2.3.2 Investigate how policies become laws related to consumer rights.
2.3.3 Examine skills used in seeking information related to consumer rights.

2.4 Evaluate the impact of technology on individual and family resources.
2.4.1 Review types of technology that impact family and consumer decision-making.
2.4.2 Examine how media and technological advances impact family and consumer decisions.
2.4.3 Assess the use of technology and its impact on quality of life.

2.5 Analyze interrelationship between the economic system and consumer actions.
2.5.1 Examine the use of resources in making choices that satisfy needs and wants of individuals and families.
2.5.2 Examine individual and family roles in the economic system.
2.5.3 Examine economic impacts of laws and regulations that pertain to consumers and providers of services.
2.5.4 Determine practices that allow families to maintain economic self-sufficiency.

2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
2.6.1 Examine the need for personal and family financial planning.
2.6.2 Apply management principles to individual and family financial practices.
2.6.3 Apply management principles to decisions about individual and family insurance.
2.6.4 Obtain personal and legal documents related to managing individual and family finances.

CONSUMER SERVICES

3.0 Integrate knowledge, skills, and practices required for careers in consumer services.

3.1 Analyze career paths within consumer service industries.
3.1.1 Determine roles and functions of individuals engaged in consumer service careers.
3.1.2 Explore opportunities for employment and entrepreneurial endeavors.
3.1.3 Examine education and training requirements and opportunities for career paths in consumer services.
3.1.4 Examine the impact of the consumer service industry on local, state, national, and global economies.

3.2 Analyze factors that impact consumer advocacy.
3.2.1 Examine the role of advice groups at state and national levels.
3.2.2 Determine the contributions of policy makers to consumer advocacy.
3.2.3 Explore strategies that enable consumers to become advocates.
3.2.4 Examine the effects of consumer protection laws on advocacy.

3.2.5 Determine strategies to reduce the risk of consumer fraud.
3.2.6 Examine the role of media in consumer advocacy.
3.2.7 Determine the effects of manufacturers' policies and procedures on advocacy.
3.2.8 Explore the use of educational and promotional materials in consumer advocacy.

3.3 Analyze factors in developing a long-term financial management plan.
  3.3.1 Explain the impact of the economic system on personal income, individual and family security and consumer decisions.
  3.3.2 Examine components of a financial planning process that reflects the distinction between needs and wants, values, goals; and economic resources.
  3.3.3 Determine the impact of consumers' credit in long-term financial planning.
  3.3.4 Examine investment and savings alternatives.
  3.3.5 Determine the effects of risk management strategies on long-term financial planning.
  3.3.6 Consider the impact of key life transitions on financial planning.
  3.3.7 Explain the role of estate planning in long-term financial planning.

3.4 Analyze resource consumption for conservation and waste management practices.
  3.4.1 Investigate sources and types of residential and commercial energy, waste disposal, and pollution issues.
  3.4.2 Investigate consumer programs and services provided by government, public utilities, resource recovery businesses, and environmental organizations.
  3.4.3 Explore strategies and practices to conserve energy and reduce waste.
  3.4.4 Examine waste management issues.
  3.4.5 Examine roles of government, industry, and family in energy consumption.

3.5 Demonstrate skills need for product development, testing, and presentation.
  3.5.1 Conduct market research to determine consumer trends and product development needs.
  3.5.2 Design or analyze a consumer product.
  3.5.3 Examine features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.
  3.5.4 Perform a test on a product utilizing valid and reliable testing procedures.
  3.5.5 Apply statistical analysis processes to interpret, summarize, and report data from tests.
  3.5.6 Examine the labeling, packaging, and support materials of consumer goods.
  3.5.7 Demonstrate a product or educate an audience.
  3.5.8 Utilize appropriate sales techniques to compare, demonstrate, assist, and advise consumers in the selection of goods and services that meet consumer needs.

EARLY CHILDHOOD, EDUCATION, AND SERVICES

4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

4.1 Analyze career paths within early childhood, education and services.
  4.1.1 Determine the roles and functions of individuals engaged in early childhood, education, and services.
  4.1.2 Explore opportunities for employment and entrepreneurial endeavors.
  4.1.3 Examine education and training requirements and opportunities for career paths in early childhood, education, and services.
  4.1.4 Examine the impact of early childhood, education, and services occupations on local, state, national, and global economics.

4.2 Utilize developmentally appropriate practices and other child development theories when planning for early childhood, education, and services.
4.2.1 Examine child development theories and their implications for educational and childcare practices.
4.2.2 Determine a variety of assessment methods to observe and interpret children's growth and development.
4.2.3 Consider cultural and environmental influences when assessing children's development.
4.2.4 Determine special needs of children.
4.2.5 Put into effect strategies that promote children's growth and development.

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
4.3.1 Examine a variety of curriculum and instructional materials.
4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.
4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.
4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
4.3.6 Establish activities, routines, and transitions.

4.4 Demonstrate a safe and healthy learning environment for children.
4.4.1 Manage physical space to maintain a safe and healthy learning environment.
4.4.2 Apply safe and healthy practices that comply with state regulations.
4.4.3 Implement strategies to teach children health, safety, and sanitation habits.
4.4.4 Provide safe and healthy meals and snacks.
4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
4.4.7 Demonstrate security and emergency procedures.

4.5 Demonstrate techniques for positive collaborative relationships with children.
4.5.1 Establish developmentally appropriate guidelines for behavior.
4.5.2 Demonstrate problem-solving skills with children.
4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
4.5.4 Implement strategies for constructive and supportive interactions between children and families.
4.5.5 Present information to parents regarding developmental issues and concerns related to children.

4.6 Demonstrate professional practices and standards related to working with children.
4.6.1 Utilize opportunities for continuing training and education.
4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
4.6.3 Implement federal, state, and local standards, policies, regulations, and laws which impact children, families, and programs.
4.6.4 Demonstrate enthusiasm, initiative and commitment to program goals and improvements.
4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.

FACILITIES MANAGEMENT AND MAINTENANCE

5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

5.1 Analyze career paths within facilities management and maintenance areas.
5.1.1 Determine the roles and functions of individuals engaged in facilities management and maintenance

careers.
- 5.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 5.1.3 Examine education and training requirements and opportunities for career paths in facilities management and maintenance.
- 5.1.4 Examine the impact of facilities management and maintenance occupations on local, state, and national and global economies.

5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation.
- 5.2.1 Design housekeeping standards and procedures.
- 5.2.2 Operate cleaning equipment and tools.
- 5.2.3 Mange use of supplies.
- 5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.
- 5.2.5 Perform cleaning based on established standards.
- 5.2.6 Design energy efficient methods.
- 5.2.7 Demonstrate quality services which exceed the expectations of customers.

5.3 Demonstrate sanitation procedures for a clean and safe environment.
- 5.3.1 Examine the various types of cleaning methods and their environmental effects.
- 5.3.2 Examine federal and state regulations regarding the handling, use, and storage of chemicals.
- 5.3.3 Apply Occupational Safety and Health Administration (OSHA) regulations to situations in which blood borne pathogens exist and need to be labeled.
- 5.3.4 Execute a pest control system appropriate for the facility.
- 5.3.5 Apply Centers for Disease Control (CDC) standards.
- 5.3.6 Apply the Americans with Disability Act (ADA) regulations.

5.4 Apply hazardous materials and waste management procedures.
- 5.4.1 Carry out federal, state, and other regulations regarding waste management.
- 5.4.2 Demonstrate a waste minimization plan.
- 5.4.3 Practice a recycling program for conservation of resources.
- 5.4.4 Record hazardous situations accurately and communicate to appropriate authorities.
- 5.4.5 Determine procedures for safely handling and storing hazardous materials and waste products.
- 5.4.6 Demonstrate safe disposals of pesticides. 854

5.5 Demonstrate a work environment that provides safety and security.
- 5.5.1 Design procedures for external and internal emergencies.
- 5.5.2 Prepare security procedures.
- 5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.
- 5.5.4 Apply safety and security procedures as required by Occupational Safety and Health Administration (OSHA) and other agencies.
- 5.5.5 Apply procedures for infection control.
- 5.5.6 Examine concepts of epidemiology.

5.6 Demonstrate appropriate laundering processes.
- 5.6.1 Examine the functions of machines and equipment used in laundry operations.
- 5.6.2 Demonstrate laundry procedures.
- 5.6.3 Apply procedures for the selection of textiles, chemicals, and equipment associated with laundry.
- 5.6.4 Apply regulations regarding laundry/linen systems.

5.7 Demonstrate facilities management functions.
- 5.7.1 Demonstrate quality customer service which exceeds expectations.
- 5.7.2 Examine the elements involved in staff planning, recruiting, interviewing, and selecting of employees.

5.7.3 Design staff schedules.
5.7.4 Conduct orientation, regular training and education, and on-the-job training/retraining.
5.7.5 Apply work measurement techniques.
5.7.6 Apply principles of purchasing and receiving in facility management operations.
5.7.7 Implement of inventory procedures.
5.7.8 Apply accounting principles in planning and forecasting profit and loss.

FAMILY

6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.

6.1 Analyze the impact of family as a system on individuals and society.
6.1.1 Examine family as the basic unit of society.
6.1.2 Determine the role of family in transmitting societal expectations.
6.1.3 Examine global influences on today's families.
6.1.4 Examine the roles of family in teaching culture and traditions across the life span.
6.1.5 Examine the role of family in developing independence, interdependence, and commitment of family members.
6.1.6 Determine the impact of change in transitions over the life course.
6.1.7 Explore the ways family and consumer sciences careers assist the works of the family.

6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.
6.2.1 Demonstrate awareness of multiple diversities and their impact on individuals and families.
6.2.2 Examine the impact of cultural diversity on individuals and families.
6.2.3 Examine the impact of empathy for diversity on individuals in family, work, and community settings.
6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
6.2.5 Examine the impact of the global village on the need to appreciate diversity.

FAMILY AND COMMUNITY SERVICES

7.0 Integrate knowledge, skills, and practices required for careers in family and community services.

7.1 Analyze career paths within family and community services.
7.1.1 Determine the roles and functions of individuals engaged in family and community service careers.
7.1.2 Explore opportunities for employment and entrepreneurial endeavors.
7.1.3 Examine education and training requirements and opportunities for career paths in family and community services.
7.1.4 Examine the impact of family and community service occupations on local, state, national, and global economies.

7.2 Analyze factors related to providing family and community services.
7.2.1 Examine local, state, and national agencies and informal support resources providing human services.
7.2.2 Determine professional, ethical, legal, and safety issues that confront human service employees.
7.2.3 Examine licensing laws and regulations that affect service providers and their participants.
7.2.4 Determine harmful, fraudulent, and deceptive human service practices.
7.2.5 Determine the rights and responsibilities of human service participants and their families.
7.2.6 Determine effective individual and family advocacy and self-advocacy strategies to overcome diverse

challenges facing human service participants.

7.2.7 Explore community-networking opportunities in family and community services.

7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.

- 7.3.1 Utilize rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.
- 7.3.2 Demonstrate professional collaborative relationships with colleagues, support teams, participants, and families.
- 7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.
- 7.3.4 Examine participants' strengths, needs, preferences, and interests across the life span through formal and informal assessment practices.
- 7.3.5 Demonstrate use of technology in human services.

7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.

- 7.4.1 Assess health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions.
- 7.4.2 Determine management and living environment issues of individuals and families with a variety of disadvantaging conditions.
- 7.4.3 Research personal, social, emotional, educational, and recreational issues for individuals and families with a variety of disadvantaging conditions.
- 7.4.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.
- 7.4.5 Determine situations which require crisis intervention.
- 7.4.6 Determine the appropriate support needed to address selected human service issues.

7.5 Identify services for individuals and families with a variety of disadvantaging conditions.

- 7.5.1 List needs and accommodations for people with a variety of disadvantaging conditions.
- 7.5.2 State ways in which individuals affect the family financially, socially, and emotionally with a variety of disadvantaging conditions.
- 7.5.3 Cite coping or adjustment strategies and stress management practices for participant, a caregiver, and family members.
- 7.5.4 Highlight the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.
- 7.5.5 Give support that validates the participant's capabilities and right to privacy, dignity, and autonomy.
- 7.5.6 Give participants strategies to make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
- 7.5.7 List verbal and nonverbal communication skills related to advising and counseling individuals and families with a variety of disadvantaging conditions.

FOOD PRODUCTION AND SERVICES

8.0 Integrate knowledge, skills, and practices required for careers in food production and services.

8.1 Analyze career paths within the food production and food services industries.

- 8.1.1 Determine the roles and functions of individuals engaged in food production and services careers.

8.1.2 Explore opportunities for employment and entrepreneurial endeavors.
8.1.3 Examine education and training requirements and opportunities for career paths in food production and services.
8.1.4 Examine the impact of food production and services occupations on local, state, national and global economies.

8.2 Demonstrate food safety and sanitation procedures.
8.2.1 Determine pathogens found in food and their role in causing illness.
8.2.2 Employ food service management safety/sanitation program procedures.
8.2.3 Use knowledge of systems for documenting, investigating, and reporting food borne illness.
8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) principles and procedures during food handling processes to minimize the risks of food borne illness.
8.2.5 Practice good personal hygiene/health procedures, and report symptoms of illness.
8.2.6 Demonstrate proper receiving and storage of both raw and prepared foods.
8.2.7 Demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods and between animal or fish sources and other food products.
8.2.8 Examine current types and proper uses of cleaning materials and sanitizers.
8.2.9 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.
8.2.10 Demonstrate waste disposal and recycling methods.
8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.

8.3 Demonstrate selecting, using, and maintaining food production equipment.
8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.
8.3.3 Demonstrate procedures for cleaning and sanitizing equipment.
8.3.4 Examine efficiency of equipment purchases bases on long-term business needs, specific regulations, and codes related to foods.
8.3.5 Demonstrate procedures for storage of equipment and tools.

8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.
8.4.1 Use computer based menu systems.
8.4.2 Apply menu-planning principles to develop and modify menus.
8.4.3 Examine food and equipment needed for menus.
8.4.4 Do menu layout and design.
8.4.5 Prepare requisitions for production requirements.
8.4.6 Record performance of menu items.

8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.
8.5.1 Demonstrate skills in knife, tool, and equipment handling.
8.5.2 Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, woking, convection, microwaving, and other emerging technologies.
8.5.3 Utilize weights and measures to demonstrate proper scaling and measurement techniques.
8.5.4 Apply the fundamentals of time and temperature to cooking, cooling, and reheating of a variety of foods.
8.5.5 Prepare various meats, seafood, and poultry.
8.5.6 Prepare various meats, seafood, and poultry.

- 8.5.7 Prepare various fruits, vegetables, starches, and farinaceous items.
- 8.5.8 Prepare various salads, dressings, marinades, and spices.
- 8.5.9 Prepare sandwiches, canapés, and appetizers.
- 8.5.10 Prepare baked goods and desserts.
- 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products.
- 8.5.12 Demonstrate food presentation techniques.
- 8.5.13 Examine the applicability of convenience food items.

8.6 Demonstrate implementation of food service management functions.
- 8.6.1 Apply principles of purchasing and receiving in food service operations.
- 8.6.2 Practice inventory procedures including first in/first out concept, date markings, and specific record keeping.
- 8.6.3 Apply accounting principles in planning and forecasting profit and loss.
- 8.6.4 Examine the areas of legal liability within the service industry.
- 8.6.5 Verify human resource policies including rules, regulations, laws, and hiring/compensation/overtime.
- 8.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, and scheduling of employees.
- 8.6.7 Conduct staff orientation, regular training and education, and on-the-job training/education.
- 8.6.8 Implement marketing plan for food service operations.
- 8.6.9 Design internal/external disaster plan.

8.7 Demonstrate the concept of internal and external customer service.
- 8.7.1 Examine the role of service as a strategic component of performance.
- 8.7.2 Demonstrate quality services which exceed the expectations of customers.
- 8.7.3 Examine the relationship between employees and customer satisfaction.
- 8.7.4 Apply strategies for resolving complaints.
- 8.7.5 Demonstrate sensitivity to diversity and individuals with special needs.

FOOD SCIENCE, DIETETICS, AND NUTRITION

9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

9.1 Analyze career paths within the food science, dietetics, and nutrition industries.
- 9.1.1 Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers.
- 9.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 9.1.3 Examine education and training requirements and opportunities for career paths in food science, dietetics, and nutrition.
- 9.1.4 Examine the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.

9.2 Apply risk management procedures to food safety, food testing, and sanitation.
- 9.2.1 Determine factors that contribute to food borne illness.
- 9.2.2 Employ food service management safety/sanitation programs.
- 9.2.3 Use knowledge of systems for documenting, investigating, and reporting a food borne illness.
- 9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
- 9.2.5 Practice good personal hygiene/health procedures.
- 9.2.6 Demonstrate procedures for receiving and storage of raw and prepared foods.
- 9.2.7 Classify current types of cleaning materials and sanitizers and their proper use.

- 9.2.8 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.
- 9.2.9 Demonstrate waste disposal and recycling methods.

9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 9.3.1 Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions.
- 9.3.2 Appraise and interpret nutritional data.
- 9.3.3 Asses principles to maximize nutrient retention in prepared foods.
- 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition behavior.
- 9.3.5 Monitor recipe/formula proportions and modifications for foodproductions.
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle.
- 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.

9.4 Demonstrate basic concepts of nutritional therapy.
- 9.4.1 Conduct nutritional screening.
- 9.4.2 Use nutritional information in care planning.
- 9.4.3 Utilize a selective menu.
- 9.4.4 Select appropriate special nourishment based on nutritional needs.
- 9.4.5 Instruct individuals on nutrition for health maintenance and disease prevention.

9.5 Demonstrate use of current technology in food product development and marketing.
- 9.5.1 Utilize various factors that affect food preference in the marketing of food.
- 9.5.2 Utilize data in statistical analysis in making development and marketing decisions.
- 9.5.3 Prepare food for presentation and assessment.
- 9.5.4 Maintain test kitchen/laboratory and related equipment and supplies.
- 9.5.5 Implement procedures that affect quality product performance.
- 9.5.6 Conduct sensory evaluations of food products.
- 9.5.7 Conduct testing for safety of food products, utilizing available technology.

9.6 Demonstrate food science, dietetic, and nutrition management principles and practices.
- 9.6.1 Build menus to customer/client preferences.
- 9.6.2 Implement food preparation, production, and testing systems.
- 9.6.3 Verify standards for food quality.
- 9.6.4 Create standardized recipes.
- 9.6.5 Manage amounts of food to meet needs of customers, clients.
- 9.6.6 Examine new products.
- 9.6.7 Implement procedures that provide cost effective products.
- 9.6.8 Establish par levels for the purchase of supplies based on an organization's needs.
- 9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene for safe food preparation.

HOSPITALITY, TOURISM, AND RECREATION

10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

10.1 Analyze career paths within the hospitality, tourism, and recreation industries.
- 10.1.1 Determine the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
- 10.1.2 Explore opportunities for employment and entrepreneur endeavors.

- 10.1.3 Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation.
- 10.1.4 Examine the impact of hospitality, tourism, and recreation occupations on local, state, national, and global economies.

10.2 Demonstrate procedures applied to safety, security, and environmental issues.
- 10.2.1 Examine the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.
- 10.2.2 Demonstrate ability to ensure customer safety.
- 10.2.3 Manage evacuation plans and emergency procedures.
- 10.2.4 Examine utilization of resources and ways to conserve them.
- 10.2.5 Design a system for documenting and investigating reports related to safety, security, and environmental issues.

10.3 Apply concepts of service to meet customer expectations.
- 10.3.1 Practice service methods which exceed the expectations of customers.
- 10.3.2 Determine the relationship between employees' attitude and actions and customer satisfaction.
- 10.3.3 Employ strategies for resolving complaints.
- 10.3.4 Measure the impact customer relations has on success of the hospitality, tourism, and recreation industry.
- 10.3.5 Measure the impact customer relations has on the needs of populations.

10.4 Demonstrate practices and skills involved in lodging occupations.
- 10.4.1 Demonstrate front desk skills.
- 10.4.2 Perform cash handling, accounting, and financial transactions.
- 10.4.3 Manage convention, meeting, and banquet support functions.
- 10.4.4 Apply basic skills in food and catering services.
- 10.4.5 Manage use, care, maintenance, and storage of equipment, tools, and supplies.
- 10.4.6 Apply facility services skills.
- 10.4.7 Apply time and work management to facility service tasks.
- 10.4.8 Perform appropriate work roles within the sales and marketing division.

10.5 Demonstrate practices and skills for travel related services.
- 10.5.1 Examine geography, climate, sites, and time zones of various regions and countries.
- 10.5.2 Examine customs of various regions and countries.
- 10.5.3 Inspect food, beverage, and etiquette for various regions and countries.
- 10.5.4 Assemble information needed for domestic and international travel.
- 10.5.5 Produce travel documents and itineraries.
- 10.5.6 Check travel arrangements using computerized systems.

10.6 Demonstrate management of recreation, leisure, and other programs and events.
- 10.6.1 Coordinate client inquiries and requests.
- 10.6.2 Design themes, time lines, budgets, agendas, and itineraries.
- 10.6.3 Organize locations, facilities, suppliers, and vendors for specific services.
- 10.6.4 Prepare for distribution of event materials.
- 10.6.5 Demonstrate skills related to promoting and publicizing events.
- 10.6.6 Manage programs and events for specific age groups or populations.
- 10.6.7 Promote wellness through recreation and leisure programs and events.

HOUSING, INTERIORS AND FURNISHINGS

11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

- 11.6.3 Assess a variety of available resources for housing and interior design.
- 11.6.4 Critique design plans that address client's needs, goals, and resources.

11.7 Demonstrate design ideas through visual presentation.
- 11.7.1 Select appropriate studio tools.
- 11.7.2 Prepare renderings, elevations, and sketches, using appropriate media.
- 11.7.3 Prepare visual presentations, including legends, keys, and schedules.
- 11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client.

11.8 Demonstrate general procedures for business profitability and career success.
- 11.8.1 Examine legislation, regulations, and public policy affecting the housing, interiors, and furnishings industry.
- 11.8.2 Examine personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.
- 11.8.3 Examine security and inventory control strategies, laws, and worksite policies, and how they affect loss prevention and store profit.
- 11.8.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
- 11.8.5 Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.
- 11.8.6 Examine operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
- 11.8.7 Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.

HUMAN DEVELOPMENT

12.0 Analyze factors that impact human growth and development.

12.1 Analyze principles of human growth and development across the life span.
- 12.1.1 Examine physical, emotional, social, and intellectual development.
- 12.1.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

12.2 Analyze conditions that influence human growth and development.
- 12.2.1 Investigate the impact of hereditary and environment on human growth and development.
- 12.2.2 Determine the impact of social, economic, and technological forces on individual growth and development.
- 12.2.3 Examine the effects of gender, ethnicity, and culture on individual development.
- 12.2.4 Examine the effects of life events on individuals' physical and emotional development.

12.3 Analyze strategies that promote growth and development across the life span.
- 12.3.1 Examine the roles of nurturance on human growth and development.
- 12.3.2 Examine the role of communication on human growth and development.
- 12.3.3 Examine the role of support systems in meeting human growth and development needs.

INTERPERSONAL RELATIONSHIPS

13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.

13.1 Analyze functions and expectations of various types of relationships.
  13.1.1 Examine processes for building and maintaining interpersonal relationships.
  13.1.2 Examine the impact of various stages of the family life cycle on interpersonal relationships.
  13.1.3 Compare physical, emotional, and intellectual responses in stable and unstable relationships.
  13.1.4 Determine factors that contribute to healthy and unhealthy relationships.
  13.1.5 Explore processes for handling unhealthy relationships.
  13.1.6 Determine stress management strategies for family, work, and community settings.

13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.
  13.2.1 Examine the impact of personal characteristics on relationships.
  13.2.2 Consider the effect of personal needs on relationships.
  13.2.3 Examine the effect of self-esteem and self-image on relationships.
  13.2.4 Determine the impact of life span events and conditions on relationships.
  13.2.5 Explain the impact of personal standards and codes of conduct on interpersonal relationships.

13.3 Demonstrate communication skills that contribute to positive relationships.
  13.3.1 Examine the impact of personal characteristics on relationships.
  13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
  13.3.3 Demonstrate effective listening and feedback techniques.
  13.3.4 Examine barriers to communication in family, work, and community settings.
  13.3.5 Practice ethical principles of communication technology in family, work, and community settings.
  13.3.6 Examine the impact of communication technology in family, work, and community settings.
  13.3.7 Examine the roles and functions of communications in family, work, and community settings.

13.4 Evaluate effective conflict prevention and management techniques.
  13.4.1 Determine the origin and development of attitudes and behaviors regarding conflict.
  13.4.2 Determine how similarities and differences among people affect conflict prevention and management.
  13.4.3 Determine the roles of decision making and problem solving in reducing and managing conflict.
  13.4.4 Appraise nonviolent strategies that address conflict.
  13.4.5 Choose effective responses to harassment.
  13.4.6 Assess community resources that support conflict prevention and management.

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
  13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
  13.5.2 Demonstrate strategies to motivate and encourage group members.
  13.5.3 Create strategies to utilize the strengths and limitations of team members.
  13.5.4 Demonstrate techniques that develop team and community spirit.
  13.5.5 Demonstrate ways to organize and delegate responsibilities.
  13.5.6 Create strategies to integrate new members into the team.
  13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

13.6 Demonstrate standards that guide behavior in interpersonal relationships.
  13.6.1 Examine types of standards for making judgements about interpersonal relationships.

- 13.6.2 Apply guidelines for assessing the nature of issues and situations.
  - 13.6.3 Apply standards when making judgements and taking action.
  - 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.
  - 13.6.5 Examine the relative merits of opposing points of view regarding current ethical issues.

NUTRITION AND WELLNESS

14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

- 14.1 Analyze factors that influence nutrition and wellness practices across the life span.
  - 14.1.1 Examine physical, emotional, social, psychological and spiritual components of individual and family wellness.
  - 14.1.2 Compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices.
  - 14.1.3 Examine the governmental, economic, and technological influences on food choices and practices.
  - 14.1.4 Investigate the impact of global and local events and conditions on food choices.
  - 14.1.5 Examine legislation and regulations related to nutrition and wellness issues.

- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
  - 14.2.1 Assess the effect of nutrients on health, appearance, and peak performance.
  - 14.2.2 Research the relationship of nutrition and wellness to individual and family health throughout the life span.
  - 14.2.3 Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.
  - 14.2.4 Appraise sources of food and nutrition information, including food labels, related to health and wellness.

- 14.3 Demonstrate ability to acquire, handle, and use food to meet nutrition and wellness needs of individuals and families across the life span.
  - 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
  - 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
  - 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

- 14.4 Evaluate factors that affect food safety, from production through consumption.
  - 14.4.1 Determine conditions and practices that promote safe food handling.
  - 14.4.2 Appraise safety and sanitation practices throughout the food chain.
  - 14.4.3 Determine how changes in national and international food production and distribution systems impact the food supply.
  - 14.4.4 Appraise federal, state, and local, inspection and labeling systems that protect the health of individuals and the public.
  - 14.4.5 Monitor food borne illness as a health issue for individuals and families.
  - 14.4.6 Review public dialogue about food safety and sanitation.

- 14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.
  - 14.5.1 Determine how scientific and technical advances impact the nutrient content, availability, and safety of foods.
  - 14.5.2 Assess how the scientific and technical advances in food processing, storage, product development, and distribution impact nutrition and wellness.

14.5.3 Determine the impact of technological advances on selection, preparation, and home storage of food.
14.5.4 Assess the effects of food science and technology on meeting nutritional needs.

PARENTING

15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

15.1 Analyze roles and responsibilities of parenting.
15.1.1 Examine parenting roles across the life span.
15.1.2 Examine expectations and responsibilities of parenting.
15.1.3 Determine consequences of parenting practices to the individual, family, and society.
15.1.4 Determine societal conditions that impact parenting across the life span.
15.1.5 Explain cultural differences in roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.
15.2.1 Choose nurturing practices that support human growth and development.
15.2.2 Select communication strategies that promote positive self-esteem in family members.
15.2.3 Assess common practices about emerging research about discipline on human growth and development.
15.2.4 Assess the impact of abuse and neglect on children and families and determine methods for prevention.
15.2.5 Determine criteria for selecting care and services for children.

15.3 Evaluate external support systems that provide services for parents.
15.3.1 Assess community resources and services available to families.
15.3.2 Appraise community resources that provide opportunities related to parenting.
15.3.3 Review current laws and policies related to parenting.

15.4 Analyze physical and emotional factors related to beginning the parenting process.
15.4.1 Examine biological processes related to prenatal development, birth, and health of child and mother.
15.4.2 Consider the emotional factors of prenatal development and birth in relation to the health of parents and child.
15.4.3 Examine implications of alternatives to biological parenthood.
15.4.4 Determine legal and ethical impacts of technology.

16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.

16.1 Analyze career paths within the textiles and apparel design industry.
16.1.1 Determine the roles and functions of individuals engaged in textiles and apparel careers.
16.1.2 Explore opportunities for employment and entrepreneurial endeavors.
16.1.3 Examine education and training requirements and opportunities for career paths in textiles and apparel services.
16.1.4 Examine the impact of textiles and apparel occupations on local, state, national, and global economies.

16.2 Evaluate fiber and textiles materials.
  - 16.2.1 Select appropriate terminology for identifying, comparing, and analyzing the most common generic textiles fibers.
  - 16.2.2 Determine performance characteristics of fiber and textiles.
  - 16.2.3 Review textiles legislation, standards, and labeling in the global economy.
  - 16.2.4 Assess effects of textiles characteristics on design, construction, care, use, and maintenance of products.
  - 16.2.5 Select appropriate procedures for care of textiles products.

16.3 Demonstrate fiber and textiles materials.
  - 16.3.1 Examine the ways in which fabric, texture, and pattern can affect visual appearance.
  - 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
  - 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products.
  - 16.3.4 Demonstrate design concepts with material or computer, using, draping and/or flat pattern making technique.
  - 16.3.5 Implement design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
  - 16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.
  - 16.3.7 Demonstrate ability to use technology for fashion design.

16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
  - 16.4.1 Use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair.
  - 16.4.2 Examine production processes for creating fibers, yarn, wove, and knit fabrics, and non-woven textiles products.
  - 16.4.3 Use appropriate industry materials for cleaning, pressing, and finishing products.
  - 16.4.4 Explore current technology and trends that facilitate design and production of textiles products and apparel.
  - 16.4.5 Demonstrate basic skills for producing and altering textiles products and apparel.

16.5 Evaluate elements of textiles and apparel merchandising.
  - 16.5.1 Review marketing strategies for apparel and textiles products.
  - 16.5.2 Assess the cost of constructing, manufacturing, altering, or repairing textiles products.
  - 16.5.3 Assess ethical considerations for merchandising apparel and textiles products.
  - 16.5.4 Review external factors that influence merchandising.
  - 16.5.5 Critique varied methods for promoting apparel and textiles products.
  - 16.5.6 Select research methods, including forecasting techniques, for marketing apparel and textiles products.

16.6 Evaluate the components of customer service.
  - 16.6.1 Assess factors that contribute to quality customer relations.
  - 16.6.2 Assess the impact of cultural diversity as a factor in customer relations.
  - 16.6.3 Determine the skills necessary for quality customer service.
  - 16.6.4 Determine solutions to address customer concerns.

16.7 Demonstrate general operational procedures required for business profitability and career success.
  - 16.7.1 Examine legislation, regulations, and public policy affecting the textiles and apparel industry.
  - 16.7.2 Examine personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.
  - 16.7.3 Examine the effects of security and inventory control strategies, cash and credit transaction

methods, laws, and worksite policies, on loss prevention and store profit.

16.7.4 Demonstrate procedures for reporting and handling accidents, safety and security incidents.

16.7.5 Examine operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.

16.7.6 Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textiles and apparel industry.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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GUIDE FOR SUBMITTING APPLICATIONS FOR EXPANDING/NEW REGULAR VOCATIONAL EDUCATION PROGRAMS

The following outline constitutes the minimum information necessary to review the appropriateness of applications for expanding/new regular full-time preparatory (500 or more hours of instruction) vocational education programs. Prepare and submit a separate proposal for each program to the State Director of Vocational Education on or before March 1 of the school year prior to the operation of the program. The local education agency (LEA) will be notified concerning the approval or disapproval of each program application.

I. GENERAL INFORMATION

A. Identify the program by the U. S. Department of Education Classification of Instructional Programs (CIP) code number and program title.
B. Indicate how the need for the program was determined - employment opportunities, current and projected trends, on the advice of administration or an advisory committee, etc. If applicable, describe the LEA's cooperation with the Job Training Partnership Act (JTPA) administrative entity in the development of the program application.
C. Provide the names of program advisory committee members and their occupations. Explain to what extent the proposal has been reviewed by the advisory committee? If applicable, what is the outcome of outside reviewers' appraisal?
D. Identify what department or other unit within the institution will administer the program? How will program supervision be provided - by whom, frequency of supervisory visits, how much time will be required to supervise the program, etc.?
E. Identify the building within which the program will be housed. What is its location in the LEA? Describe the space to be utilized for the program.
F. State the relationship of the proposed program to present offerings and to long-range plans of the LEA.
G. Describe the LEA's plan for achieving national business/industry program accreditation and student certification.
H. What is the proposed date for initiating the program?

II. INSTRUCTIONAL INFORMATION

A. State the program objectives in measurable terms.
B. Provide a topical outline of major units or instructional divisions in the proposed program/course(s).
C. List the instructional materials, major texts and references to be used.
D. Describe standards of performance or level of proficiency expected by students at program completion. Include a listing of program/course competencies/student learner outcomes.

III. STUDENT INFORMATION

A. Describe how students will be selected for program participation. What is the anticipated number of students to be enrolled in the program?
B. Describe the educational guidance and counseling services to be provided.

C. Describe the planned student placement procedures that will be provided for program completers.
D. Describe the planned student follow-up procedures.
E. Explain the student participation in vocational student organizations sponsored by the Division of Vocational and Adult Education.
F. Describe how the program is to be made accessible to all special populations (single parents, displaced homemakers, individuals seeking nontraditional careers, individuals identified as being disadvantaged, individuals with disabilities, etc.).

IV. BUDGET
A. Provide anticipated salary expenditure for the program.
B. List major equipment items currently available for the program.
C. Itemize proposed equipment, teaching aids, and supply expenditures for the program.
D. Outline long-range plans for major equipment item purchases.

V. EVALUATION
A. Identify evaluation instrument(s) to be used in evaluating the effectiveness of the program.
B. Explain the procedures and/or methods of evaluation to be used in determining the results. Relate the results to the program objectives.
C. Indicate how the results of the evaluation are to be utilized for program improvement.

NOTE:

1. Postsecondary institutions should utilize the new and/or expanding program approval application process established by the Coordinating Board for Higher Education (CBHE), (Department of Higher Education) rather than the outline delineated above. For consideration of vocational education program operation and funding support approval by the Department of Elementary and Secondary Education, the institution must submit a copy of the application that was submitted to the CBHE to the state director of vocational education prior to March 1 of the school year prior to the operation of the program. Notification concerning approval or disapproval of postsecondary vocational education programs will only occur after action by the CBHE has been finalized.
2. Individual applications for adult supplemental courses (less than 500 hours of instruction may be submitted, as need arises, to the appropriate state vocational education program area director. Please contact the appropriate program area director for information concerning the application content and approval process for adult supplemental courses.
3. Instructional equipment and/or salary funding support is not automatic upon approval of the program. Funding support is dependent upon the availability of annually appropriated state and/or federal vocational education funds. Approved programs that are initiated and operated with local financial support will have higher Department priority for funding consideration.
4. A minimum of fifteen (15) students enrolled in the program is necessary for initial program approval and funding consideration. A minimum of ten (10) students enrolled in the program is necessary for continuous program approval and funding consideration.
5. Applicants are encouraged to contact the appropriate state vocational education program area director for technical assistance regarding the preparation of applications, the program approval and funding process, and any additional (specialized) informational requirements concerning expanding/new regular vocational education programs. On occasion, program area directors will need additional information regarding proposed expanding/new vocational education programs. This information will be independently requested, if necessary, by the program area director.